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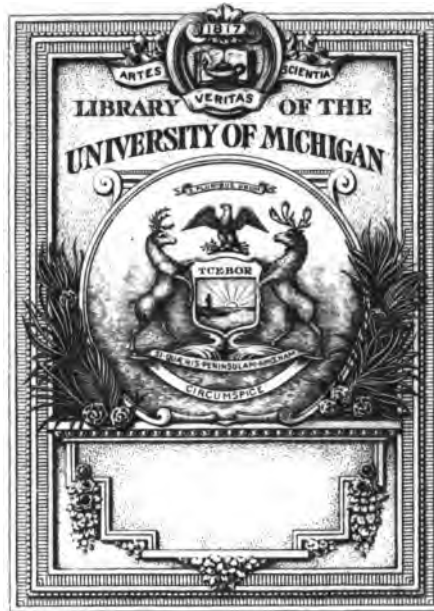


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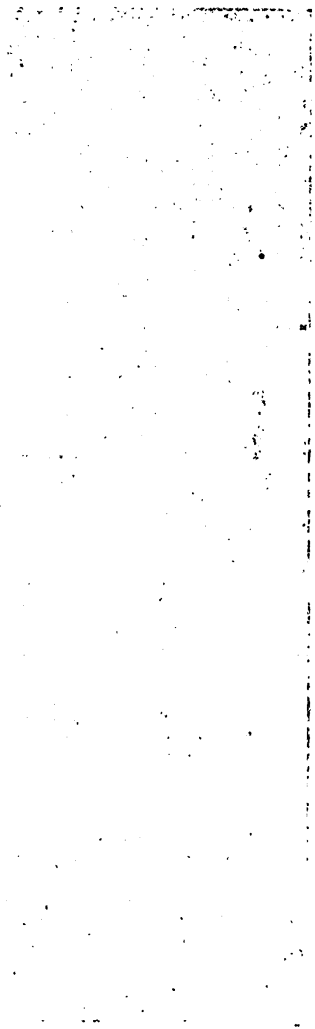
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HIGH SCHOOL BUILDING, - GRAND AND FINNEY AVENUES.

FORTY-THIRD ANNUAL REPORT

OF THE

St. Louis. BOARD OF EDUCATION

OF THE

St. Louis Public Schools,

FOR THE

YEAR ENDING JUNE 30, 1897.

~~WITHDRAWN~~

27369

ST. LOUIS:

BUXTON & SKINNER STATIONERY CO.,

1898.

SCHOOL BOARD ORGANIZATION.

MARCH, 1896.

OFFICERS.

PRESIDENT,

F. W. BROCKMAN, - - - - - 805 North Third Street.

VICE-PRESIDENT,

LOUIS J. HOLTHAUS, - S. E. Cor. Fourth and Olive Streets.

SECRETARY AND TREASURER,

JAMES Y. PLAYER, - - - 4473 West Belle Place.

AUDITOR,

C. L. HAMMERSTEIN, - - - 4144 Westminster Place.

SUPERINTENDENT,

F. LOUIS SOLDAN - - - - - **3634 Flad Avenue.**

ASSISTANT SUPERINTENDENT,

CHAS. M. FOSTER, - - - 8405 Minnesota Avenue.

ASSISTANT SUPERINTENDENT,

L. W. TEUTEBERG, - - - - - 5880 Etzel Avenue.

ASSISTANT SUPERINTENDENT,

GEORGE T. MURPHY, - - - - 4946 Berlin Avenue.

ATTORNEY,

CHARLES B. STARK, - - - - 220 North Broadway.

SUPPLY AGENT,

WM. BRYAN, - - - - - 2933 Dickson Street.

ARCHITECT AND SUPERINTENDENT OF CONSTRUCTION AND REPAIRS,

A. H. KIRCHNER, - - - - 707 Commercial Building.

ASSISTANT SUPERINTENDENT OF CONSTRUCTION AND REPAIRS,

JOHN KELLY, - - - - - 726 Aubert Avenue.

SCHOOL BOARD ORGANIZATION.

NOVEMBER, 1896.

OFFICERS.

PRESIDENT,

HENRY BUS, - - - - 3023 Rauschenbach Avenue.

VICE-PRESIDENT,

HERMAN C. GRAWIE, - - - 411 Washington Avenue.

SECRETARY AND TREASURER,

JAMES Y. PLAYER, - - - - 4473 West Belle Place.

AUDITOR,

C. L. HAMMERSTEIN, - - - - 4223 Page Avenue.

SUPERINTENDENT,

F. LOUIS SOLDAN, - - - - 3634 Flad Avenue.

ASSISTANT SUPERINTENDENT,

CHARLES M. FOSTER, - - - 8405 Minnesota Avenue.

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WILLIAM BRYAN, - - - - 2933 Dickson Street.

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A. H. KIRCHNER, - - - - 707 Commercial Building.

ASSISTANT SUPERINTENDENT OF CONSTRUCTION AND REPAIRS,

JOHN KELLY, - - - - 726 Aubert Avenue.

ORGANIZATION OF THE BOARD OF EDUCATION.

MAY, 1897.

OFFICERS.

PRESIDENT,

PAUL F. COSTE, - - - - Security Building.

VICE-PRESIDENT,

JAMES L. FORD, - - - - 417 South Seventh Street.

SECRETARY AND TREASURER,

C. L. HAMMERSTEIN, - - - - 4223 Page Avenue.

AUDITOR,

JOHN A. LONG, - - - - 4266 Morgan Street.

SUPERINTENDENT OF INSTRUCTION,

F. LOUIS SOLDAN, - - - - 3634 Flad Avenue.

ASSISTANT SUPERINTENDENT,

CHARLES M. FOSTER, - - - - 8405 Minnesota Avenue.

ASSISTANT SUPERINTENDENT,

GEORGE T. MURPHY, - - - - 4946 Berlin Avenue.

ASSISTANT SUPERINTENDENT,

BEN BLEWETT, - - - - 4254 Olive Street.

ATTORNEY,

RODERICK E. ROMBAUER, - - - - Roe Building.

SUPPLY COMMISSIONER,

WILLIAM BRYAN, - - - - 2933 Dickson Street.

COMMISSIONER OF SCHOOL BUILDINGS,

WILLIAM B. ITTNER, - - - - 3103 Eads Avenue.

CHIEF ENGINEER,

ALVIN D. REED, - - - - 3126 Rutger Street.

SUPERINTENDENT OF CONSTRUCTION AND REPAIRS,

CHARLES WEHCKING, SR., - 3322 South Jefferson Avenue.

MEMBERS OF THE BOARD.

NOVEMBER, 1896.

AT LARGE.

NAME.	TERM.	EXPIRES.	RESIDENCE OR PLACE OF BUSINESS.
CHARLES W. HEQUEMBOURG	Four Years	1897	405 North Sixth Street.
JACOB B. ULRICH	Four Years	1897	3964 West Belle Place.
HERMAN C. GRAWE	Four Years	1897	411 Washington Av.
WILLIAM E. LANDVOGT	Four Years	1899	3710 North Ninth Street
E. HENRY VORDTRIEDE	Four Years	1899	2019 Sidney Street.
JOHN H. SPINNING	Four Years	1899	217 North Main Street.
WM. GODFREY	Four Years	1899	1917 North Ninth Street

FROM DISTRICTS.

NAME.	DIST.	WARDS.	TERM.	EXPIRES.	RESIDENCE OR PLACE OF BUSINESS
JOHN P. COLLINS	1	1 and 3	Four Years	1897	712 South Fourth St.
JOHN BRADY	2	2 and 4	Four Years	1899	1220 North Third St.
ROBERT PAULUS	3	5 and 7	Two Years	1897	317 Russell Avenue.
HENRY BUS	4	6 and 12	Four Years	1897	{ 3023 Rauschenbach Avenue.
JOHN SHEAHAN	5	10 and 14	Four Years	1897	2618 Morgan Street.
NICHOLAS BERG	6	9 and 23	Four Years	1897	218 Granite Build'g.
H. C. KOENIG	7	11 and 13	Four Years	1899	3336 Kosciusko St.
JOHN KISSNER	8	8 and 18	Four Years	1899	4245 N. Broadway.
ALEX. CUDMORE	9	15 and 17	Four Years	1899	16 North Ninth St.
JOHN P. KELLEHER	10	16 and 24	Four Years	1897	906 Chestnut Street.
CHARLES G. PENNEY	11	19 and 21	Four Years	1899	2100 Market Street.
W. H. MCCLAIN	12	20 and 22	Four Years	1899	1404 Lucas Place.
ELMER E. LACEY	13	25 and 27	Four Years	1897	815 Chestnut Street.
JOHN C. MATLACK	14	26 and 28	Four Years	1899	4009 Cook Avenue.

MEMBERS OF THE BOARD.

MAY, 1897.

NAME.	TERM.	EXPIRES.	RESIDENCE OR PLACE OF BUSINESS.
JOHN SCHROERS.....	Two Years	1899	13 North Third Street.
WILLI BROWN.....	Two Years	1899	Laclede Building.
HENRY STUDNICZKA.....	Two Years	1899	2012 St. Louis Avenue.
CALVIN M. WOODWARD.....	Two Years	1899	Washington University.
PAUL F. COSTE.....	Four Years	1901	Security Building.
ALBERT B. GREENE.....	Four Years	1901	710 Olive St., Room 9.
CHRISTOPHER W. JOHNSON.....	Four Years	1901	Second and Arsenal Sts.
ROBERT MOORE.....	Four Years	1901	Laclede Building.
HENRY DROSTE.....	Six Years	1903	1828 North Jefferson Ave.
EDWARD C. ELIOT.....	Six Years	1903	220 North Fourth Street.
JAMES L. FORD.....	Six Years	1903	417 South Seventh Street.
WILLIAM G. MOORE.....	Six Years	1903	86 Vandeventer Place.

STANDING COMMITTEES FOR 1896-97.

President Bus is *ex-officio* a member of all Committees.

WAYS AND MEANS COMMITTEE,

Messrs. LANDVOGT, GRAWE, KISSNER, SPINNING,
MATLACK.

TEACHERS' COMMITTEE,

Messrs. GRAWE, LANDVOGT, McCLAIN, VORDTRIEDE,
GODFREY, SHEAHAN, KELLEHER.

COURSE OF STUDY COMMITTEE,

Messrs. COLLINS, HEQUEMBOURG, KOENIG, CUDMORE,
McCLAIN.

BUILDING COMMITTEE,

Messrs. KISSNER, KOENIG, HEQUEMBOURG, CUDMORE,
COLLINS, PENNEY, PAULUS.

LANDS AND LEASING COMMITTEE,

Messrs. VORDTRIEDE, ULRICH, KOENIG, BRADY, LACEY.

LIBRARY COMMITTEE,

Messrs. BERG, LANDVOGT, KISSNER, VORDTRIEDE,
COLLINS, GODFREY, HEQUEMBOURG.

SUPPLY COMMITTEE,

Messrs. GODFREY, BERG, PENNEY, KELLEHER, LACEY.

AUDITING COMMITTEE,

Messrs. HEQUEMBOURG, PAULUS, SHEAHAN.

RULES COMMITTEE,

Messrs. BRADY, GRAWE, ULRICH.

SALARY COMMITTEE,

Messrs. SPINNING, BERG, MATLACK.

TEACHERS' ANNUITY COMMITTEE,

Messrs. McCLAIN, GRAWE, ULRICH, SPINNING.

STANDING COMMITTEES, JUNE, 1897.

President Coste is *ex-officio* a member of all Committees.

COMMITTEE ON INSTRUCTION,

Messrs. CALVIN M. WOODWARD, JAMES L. FORD, E. C.
ELIOT.

COMMITTEE ON SCHOOL BUILDINGS,

Messrs. HENRY STUDNICZKA, WILLIAM G. MOORE, E. C.
ELIOT.

COMMITTEE ON FINANCE,

Messrs. ROBERT MOORE, ALBERT B. GREENE, JOHN
SCHROERS.

COMMITTEE ON AUDITING AND SUPPLIES,

Messrs. WILLI BROWN, C. W. JOHNSON, HENRY DROSTE.

COMMITTEE ON TEACHERS' ANNUITY FUND,

Messrs. WILLI BROWN, C. W. JOHNSON, HENRY DROSTE,
PRESIDENT COSTE.

STANDING COMMITTEES, OCTOBER, 1897.

President Coste is *ex-officio* a member of all Committees.

COMMITTEE ON INSTRUCTION,

CALVIN M. WOODWARD, WILLIAM G. MOORE, WILLI
BROWN.

COMMITTEE ON SCHOOL BUILDINGS,

EDWARD C. ELIOT, ROBERT MOORE, HENRY DROSTE.

COMMITTEE ON FINANCE,

ROBERT MOORE, JAMES L. FORD, ALBERT B. GREENE.

COMMITTEE ON AUDITING AND SUPPLIES,

JOHN SCHROERS, HENRY STUDNICZKA, C. W. JOHNSON.

COMMITTEE ON TEACHERS' ANNUITY FUND,

WM. G. MOORE, CALVIN M. WOODWARD, JAMES L. FORD,
PRESIDENT COSTE.

REPORT OF THE PRESIDENT.

To the People of St. Louis:—

In submitting the Annual Report of the St. Louis Public Schools for the year beginning July 1st, 1896, and ending June 30th, 1897, it seems proper to devote a few words to some important changes in school affairs, which occurred within that year. On March 23rd, 1897, the Missouri Legislature passed an act, creating a "Board of Education of the City of St. Louis," to succeed the corporation theretofore known as the "Board of President and Directors of the St. Louis Public Schools." This new law is substantially what was generally known as the Civic Federation Bill. By virtue of an "Emergency Clause," it became a law immediately upon its approval. A special election took place within sixty days thereafter, and on May 31st, 1897, an organization of the New Board was effected, with eleven of the twelve members elect present and duly qualified. Such organization, under the provisions of the law, at once vested all title in and control over school property in the city of St. Louis in the new Board of Education, as the legal successor of the former corporation, and simultaneously ended the service of the School Board which had theretofore been in office. The fiscal year in school affairs remained unchanged and ends now, as heretofore, on June 30th of each year. The new law has retained the provision for an Annual Report at the end of each fiscal year and, hence, the duty of preparing the President's report for the fiscal year ending June 30th, 1897, has devolved upon me, as the President then in office. Of that fiscal year, however, eleven months passed under the administration of the former Board, and but one month, June, 1897, under the ad-

ministration of the present Board. I shall not review the eleven months of the former administration beyond appending such statistical statements for the entire year, as it has been customary to present in this report. Some of the other officers, whose reports will be printed herewith, having been reappointed to the offices which they held under the former Board, are, however, in a position to cover the entire fiscal year in their reports and will do so, thus making the Annual Report of the St. Louis Public Schools for the year 1896-7, in every respect, a complete record for that year.

As to the proceedings of the new Board during the month of June, 1897, there is perhaps little to be said of any interest to the public, since that month was necessarily consumed with preliminary work of various kinds.

The leading principle embodied in the new school legislation vests, subject to the supervision and approval of the Board, the broadest powers in the heads of the executive departments, who, in turn, are to be held to the strictest responsibility for their management. Thus, in the matter of the selection of teachers, janitors and employees, the law contemplates that members of the Board are in no wise to interfere. Such selection is left to the department officers, and the Board is given final supervisory control over these matters by the power of approval or disapproval. This general policy, of giving to an executive officer the greatest latitude in the selection of subordinates and in their government, and holding him directly responsible for satisfactory results in his department, met with the fullest approval of the members of the new Board and, hence, their aim, in the revision of the rules, was to extend such policy to every branch of the business of the schools and to harmonize all by-laws and regulations with the Statute-law in that respect.

The Board fully realized that, under the new plan, the selection of its executive officers was a matter of the greatest importance. To this task the members applied themselves at once with

but a single purpose, to-wit, the selection of the fittest and most reliable men. Most of the month of June was consumed by a careful consideration of the merits of the different applicants for the offices to be filled and the drafting of new rules, subdividing the work of the Board and prescribing the duties of its officers. Before the end of the month, however, a complete set of rules was adopted and the following staff of officers was elected:

F. Louis Soldan, Superintendent of Instruction.

C. L. Hammerstein, Secretary and Treasurer.

R. E. Rombauer, Attorney.

J. A. Long, Auditor.

Wm. B. Ittner, Commissioner of School Buildings.

Wm. Bryan, Commissioner of Supplies.

Formerly a great portion of the executive business of the schools was transacted by the standing Committees, composed of members of the Board. Under the new plan embodied in the law, executive business is to be transacted by the executive officers and the functions of the standing Committees are almost wholly advisory and supervisory. Consequently, as all routine business of the Board is apportioned among the four departments of "Instruction," "Building," "Finance" and "Supplies," only four corresponding Committees were created, and these have supervisory control, respectively, of the four departments. It is believed that the wisdom of this separation of executive and supervisory functions, as between the salaried executive officers and Committees of the Board, will be fully demonstrated in the future by a marked improvement in the service in all departments.

The law provides for a special Committee, which is to represent the Board in matters relating to establishment of a "Teachers' Retirement Pension Fund." This Committee was at once appointed. While the Board was informed that a number of practical difficulties had been encountered in this matter, by its

predecessor, the unanimous opinion was, that the Board should give all possible encouragement to the efforts of teachers to effect an organization in this behalf; and, it is expected that, during the next fiscal year, considerable progress will be made.

An examination of the books of account of the officers of the former Board was at once begun, with a view to ascertaining their correctness and informing the Board fully in regard to all property, to which it succeeded. As the need for further school accommodations was one of the first things to be impressed on the new Board, steps were at once taken to ascertain the cost of new buildings here and elsewhere, so that full information on this subject might be before the members for their guidance.

Upon the organization of the present Board, it found about \$50,000.00 in matured bills and no money in the Treasury of the Board with which to pay them. In addition, there were a large number of disputed bills, left over from the former Board and requiring adjustment. Arrangements were promptly made with the Board's depository to advance the necessary amount for the payment of all matured and undisputed liabilities, and the other claims were immediately taken up for investigation and adjustment. In these matters the Board was, from the beginning, governed by the policy, that, in all unsettled business of the former Board, it would resist every unjust claim and, on the other hand, insist upon the payment to the School fund of every dollar which might be found due it. It deemed it to be neither its duty nor a business-like proceeding to institute investigations into past transactions, when their nature and condition was such, that, even should irregularities be discovered, it would be impossible to fix responsibility in such a way as to recover the loss or damage sustained.

With regard to teachers and employees, as the law itself prescribes that merit and fitness shall be the only test, the Board expressed itself plainly to the newly elected officers, that all competent persons should be retained, while, on the other hand,

incompetent persons, as soon as their incompetency might be discovered, should, in the interest of the service, be promptly and unsparingly dismissed.

The new Board, having been in office only one month at the date of this report, it is obvious that there can, as yet, be no results to speak for the new system of managing school affairs. Such results cannot be expected before the next annual report.

I append hereto some tabulated statements for the fiscal year 1896-7, upon matters on which it has been customary to submit statements of that character.

Respectfully,

PAUL F. COSTE,

President.

July 1st, 1897.

NEW BUILDINGS.

The following new buildings and additions to old buildings were erected during the year, ending June 30th, 1897:

Benton School—finished third story—		
Building		\$5,100 00
Clifton Heights School—new school of 4 rooms—		
Building	\$20,807 05	
Heating	4,780 19	
		25,587 24
Columbia School—addition of 12 rooms—		
Building	31,409 20	
Heating	4,820 00	
		36,229 20
Dozier School—4-room addition—		
Building	24,508 61	
Heating	8,306 89	
		32,815 50
Fremont School—new 12-room school—		
Building	48,804 91	
Heating	5,428 33	
		54,233 24
Gardenville School—new school of 2 rooms—		
Building	11,993 00	
Heating	495 00	
		12,488 00
Mt. Pleasant School—new 4-room school—		
Building	21,194 30	
Heating	4,740 45	
		25,934 75
Washington School—finishing of 3d story—		
Building		5,100 00
Attucks School—		
Building purchased for.....	10,000 00	
Re-modeling of building.....	6,803 63	
Heating	1,981 00	
		18,784 63
Wheatley School—4-room addition—		
Building		10,550 00
		<hr/> \$226,822 56

ANNUAL REPORT
OF THE
SUPERINTENDENT OF INSTRUCTION.

OFFICE OF SUPERINTENDENT OF INSTRUCTION, }
St. Louis, December, 1897. }

To the Board of Education of the City of St. Louis:—

Gentlemen: — The Forty-Third Annual Report of the Public Schools of St. Louis contains a brief statement, chiefly based on the statistical tables at the end of this report, showing the general condition of the Public Schools of St. Louis during the scholastic year ending July 1st, 1897. The second part of this report contains more detailed statistic information concerning the school buildings and grounds, together with the attendance and enrollment of pupils, and the cost of tuition.

SURVEY OF THE PUBLIC SCHOOL SYSTEM IN JUNE, 1897.

The new Board of Education held its first meeting on May 31st, 1897. The officers in charge of the various departments were instructed to submit reports showing the condition of the various branches of the public school service. The following statements taken from a report presented on June 8, 1897, describe briefly the condition of the schools at that time:

NUMBER OF PUPILS.

The total number of pupils enrolled during the present year in the public schools of the city is 77,063.

Normal and High School.....	1,958
District schools.....	67,151
Colored schools.....	5,814
Evening schools.....	2,140
Total.....	77,063

Of this total number, 9,154 belong to the kindergarten. Children are admitted to the kindergartens when they are six years old, and to the school proper when they are seven. In schools where kindergartens are maintained, no child is admitted to the primary department before he is seven years old. Children under seven are obliged to go to the kindergarten.

SCHOOL HOUSES.

There are 127 school houses in the city managed by 81 principals (exclusive of evening school principals), of whom 35 are ladies, and 46 are gentlemen.

In many parts of the city school houses are overcrowded, and there is urgent need of additional accommodations. On the other hand, there are a few school buildings that are but partially filled because the district has ceased to be within the residence portion of the city. To mention an illustration, the Eliot School, located on 15th and Walnut Streets, has a capacity of over 700 seats, while but about 323 children attend.

RENTED ROOMS.

To relieve the overcrowded condition of some of the schools, rooms in their neighborhoods were rented. These rooms, however, are, as a rule, not built for school purposes, and in some instances are lacking in the ordinary sanitary conditions, such as ventilation, proper mode of heating and yard room. Two classes of rented rooms will be found in the list given below. In some cases, such as the Mullanphy or Dodier schools, the buildings were rented for permanent use because they were moderately well adapted for school purposes. In most cases, however, the rented rooms were intended for temporary occupancy until proper buildings or additions to existing schools could be provided for.

The following is a list of the rented rooms used at present for school purposes:

School.	Rooms.
Arlington	1
Cote Brillante.....	3
Gratiot	1
Lyon	3
Oak Hill.....	3
Shepard	2
Elleardville	1
Chain of Rocks.....	1
Mullanphy	8
Belt Avenue.....	1
Dodier	8
Walnut Park.....	2

DOUBLE TIME SESSIONS.

In order to accommodate a large number of children who would otherwise have gone without schooling, "double-time sessions" have been provided for in the course of the year in 28 school rooms.

By "double-time sessions" is meant that arrangement by which one set of children is taught in the forenoon, from 8:30 to 12:30, and another set of children in the afternoon, from 12:30 to 4:30. This arrangement requires the services of two teachers, one in the forenoon, and one in the afternoon. Double-time sessions are a make-shift which should be discontinued as soon as possible by providing new school accommodations. A discussion of the merits and disadvantages of this plan will be found on another page of this report.

Double-time sessions take place at present in the following schools:

Schools.	Number of Rooms.
Ames	2
Arlington	3
Bryan Hill	1
Chouteau	1
Cote Brilliante.....	1
Crow	1
Douglas	1
Elleardville	1
Garfield	4
Harrison	1
Hodgen	2
Irving	3
Lyon	1
Maramec	2
Shepard	1
Shields	1
Riddick	1
Rock Spring.....	1

NEW BUILDINGS.

In a few of the districts new buildings have been finished and are ready for occupancy.

Such buildings are:

Fremont School, 12 rooms, Wisconsin av., bet. Lynch and Pestalozzi.

Mount Pleasant, 4 rooms, Nebraska av., bet. Neosho and Dakota sts.

Clifton Heights, 4 rooms, Old Manchester rd. and Magnolia av.

In the case of the Fremont School, its opening will do away with the necessity of continuing the double-time sessions in the Garfield School, and possibly may obviate the necessity of continuing the renting of the rooms in connection with the Lyon School.

BUILDINGS TO BE ERECTED.

Under the rules of the Board of Public Schools, the Superintendent was required to suggest, in November of each year, what new buildings are needed, and their proper location. The last report of this kind, tendered November 10, 1896 (see proceedings, page 601), recommended new buildings or additions in the districts of the following schools:

Districts.	Location of the Present Building.	No. of New Rooms Recommended.
Blow.....	Virginia and Loughborough aves....	4
Ames, Clay, Irving, etc....	Fourteenth and Hebert sts., etc.....	8
Arlington.....	Burd av. near Cote Brillante av.....	4
Chouteau.....	Ewing av. and Rutger st.....	6
Hodgen (Tyler Place)....	Henrietta st. and California av.....	4
Cote Brillante.....	Kennerly and Cora aves.....	4
Riddick.....	Evans av. and Whittier st.....	4
Douglas.....	Eleventh and Howard sts.....	4
Elleardville.....	Belle Glade av. and North Market st..	4
Harrison.....	Green Lea Place and Fair av.....	4
Peabody.....	Carroll and Eighteenth sts.....	4
Shepard.....	Marine av. and Miami st.....	4
Simmons.....	4234 St. Louis av.....	2

This list does not cover, by any means, all the cases where additional school accommodations are very desirable. It mentions the most urgent cases only, and aims in the first place at discontinuing the double-time sessions and rented rooms.

A small number of school houses are antiquated and lack sanitary arrangements to such an extent that they should be rebuilt or reconstructed. Such is the case with the

Sumner High School (colored).....11th and Spruce st.

Franklin School.....Lucas av. and 17th st.

Jackson School.....Malden Lane and Hogan st.

Clay School.....Farrar and 11th sts.

Shepard School.....Marine av. and Miami st.

and others.

EVENING SCHOOLS.

During the five winter months, beginning with October, evening schools are maintained for the purpose of teaching youths who are engaged during the daytime in some vocation, the elements of Public School instruction. The evening schools were attended

during the past winter by 2,140 pupils, and taught by 56 teachers, at a total cost of about \$8,000 to the Board. The teachers appointed for these night schools are, as a rule, taken from the ranks of the Public School teachers of the city.

DEAF MUTE SCHOOL.

The Board maintains a room for the instruction of deaf mutes. An experienced deaf mute teacher and three assistants have charge of this branch of public instruction. The school is located at present in the Jefferson School building on Ninth and Wash streets, and urgently needs some improvements in regard to lighting, blackboards, desks, etc.

MANUAL TRAINING.

In one of the colored schools, the L'Ouverture, located at 2612 Papin street, some of the elements of Manual Training are taught, for which a yearly allowance of about \$500 has been made in the past. The school owns simple apparatus for wood and iron work, also a printing press and type.

SUPERVISION.

The supervision of the schools is in the hands of a Superintendent and three Assistant Superintendents. The Assistant Superintendents spend most of their time in visiting schools, examining classes and testing and guiding the work of teachers and principals. On this feature much of the efficiency of our Public Schools depends. For the purpose of supervision the city is divided into three districts, each being assigned to one of the Assistant Superintendents for daily visits. Progressive educational ideas are introduced through teachers' meetings called by the Superintendent. The Assistant Superintendents take part in the conduct of the Saturday Normal College for the instruction of apprentice teachers, which is described below.

There is a special supervisory force in each of the particular departments, namely, the Kindergarten Department, and the departments of Drawing, Music and Physical Culture.

ANNUAL RE-APPOINTMENT OF TEACHERS.

All the teachers in the employ of the Board are appointed for one year. Their contract expires with the end of the scholastic year, and it is customary to inform them of their re-appointment before the beginning of vacation.

NUMBER OF TEACHERS.

The number of teachers in the various grades of schools is 1,959, distributed as follows:

Normal and High School.....	67
District schools.....	1,369
Colored schools	132
Kindergarten	317
Evening schools	48
Special Teachers.....	26
Total	1,959

All vacancies in the district schools are filled from the list of the Normal graduates of our own city. These Normal graduates are appointed in the order of the time of their graduation, each class in accordance with the scholarship and rank of its members, and appointments are made strictly in the order of this list, those ranking highest being sent out as substitutes and being appointed before those lower on the list find positions. In other words, appointments are made in accordance with time of graduation and excellence in scholarship.

PRINCIPALS.

Vacancies in principals' positions are filled either by appointing teachers who have served in our public schools with success, or from applicants from other cities. In either case a diploma from a first-class college or normal school and the passing of the Principals' examination is required.

TRAINING OF THE TEACHERS.

The teachers for the St. Louis public schools are trained in the High School. They attend four years, two years of which are given to professional training. After finishing this course, they become apprentice teachers and are required to teach for one year, without remuneration, in some grammar school in the city, to which they are assigned by the Superintendent. Thus, five years are required to complete the Normal Course.

Every Saturday morning the apprentice teachers receive instruction in the science of education and methods of teaching. This Saturday class for apprentice teachers is called the "Normal College." By resolution of the Board, the Superintendent of Public Schools is made the principal of the "Normal College."

At the close of their fifth year of practical and theoretical training, the apprentice teachers receive a Normal diploma from the Board, and are placed on the eligible list. At present there are

500 names on the eligible list. Normal graduates have at present to wait from two to three years before they can find employment.

The attention of the Board has frequently been called to the fact that it is useless for the city to undertake to train more teachers than it will need for a long time.

SUBSTITUTES.

About twenty-five substitutes that rank highest on the eligible list of teachers, report daily to the Superintendent's office, as calls by telephone are received, to fill the place of teachers absent anywhere in the city. After having served as substitutes for a few months, and having become familiar with the methods of instruction and discipline in many schools in the city, these substitutes are appointed to permanent positions on the certificate of the Principal with whom they have taught, that he is satisfied with their services.

TRAINING OF KINDERGARTEN TEACHERS.

Kindergarten teachers are trained for the Public Schools by assigning the students as volunteer teachers to the various kindergartens in the city for one year. During this time, besides receiving practical instruction in the morning, they are required to attend in the afternoon classes and lectures on the theory and practice of kindergarten work. After having served for a year the applicant must pass certain examinations in both practical and theoretical work, and is then placed on the eligible list, from which the Paid Assistants in the kindergartens are appointed in the order of their time of graduation as kindergarten teachers and their record in examination.

In order to be admitted to the training class for kindergarten teachers, the completion of at least two years' work in the High School and the passing of a preliminary examination is required. Graduates of the High School are admitted to the training class without examination. There are at present about seventy-five unappointed graduates of the kindergarten training class on the eligible list, and as a rule, they have to wait about two years before a position as Paid Assistant can be given to them.

PROMOTIONS OF TEACHERS.

There are four grades of teachers in the public schools, namely: Head Assistant, First Assistant, Second Assistant and Third Assistant. Each school has its quota of ranking teachers, which is determined by the number of rooms in the school; thus, there is one First Assistant to each six assistants; one Second Assistant to each

four assistants. Once a year, namely, between January and February, the Principals of schools in which a vacancy in a ranking position exists by virtue of resignation or otherwise, are required to send their recommendation for such a promotion. This recommendation, when approved, is endorsed by the Superintendent, and submitted to the Board for action. On pages 64 and 65 of the Annual Report for 1894-95 the matter of promotion is more fully discussed.

SALARIES.

The salaries of Principals depend on the number of rooms in their schools, or rather on the number of assistants. Principals of schools having less than four assistants receive a salary of \$650, while Principals of first-class schools, that is, schools having eighteen or more assistants, receive a salary of \$2,000.

Teachers are paid in accordance with their rank as Head Assistants, First Assistants, Second Assistants, or Third Assistants, their salaries ranging from \$400, the minimum salary of the Third Assistant, to \$850, the maximum salary of Head Assistant. Compared with other cities, the salaries of our teachers are low. They were reduced some time ago when the Board was in financial trouble, with the understanding that they would be increased again after a while. The Board have not been able to do so as yet.

The salaries of each rank of teachers are graded so that teachers begin with the minimum, which, in case of Third Assistants, is \$400, and receive a small increase for every year of teaching, until the fifth year, when the maximum salary of the grade is reached, after which the salary remains the same.

About two-thirds of all of the teachers in the Public Schools are Third Assistants.

The estimated aggregate of teachers' salaries for the past year is nearly \$970,000.

TEACHERS' ANNUITY PLAN.

A law passed by the Legislature about two years ago and amended in the winter of 1896-97, authorizes the establishment of a Teachers' Annuity Fund, which contemplates the retiring of old teachers after twenty-five or thirty years of service.

The fund is to be raised by a self-imposed annual tax of one per cent of the salaries of those that have joined this association. The fund is to be in the keeping of the Board of Education, and is to be administered by a Board of Trustees, in which the Board of Education is represented by four of its members. The understanding of the leaders of this movement is that the plan is to be carried into effect, practically, during the next scholastic year.

TEXT BOOKS.

The text books used in the schools are furnished to the children at actual cost, cheaper than they could be obtained elsewhere, the Board defraying out of its general fund, the expense of handling the books. The text books in use at present were introduced by action of the Board in 1893, and a five years' contract was made with the publishers which will expire in 1898.

SCHOOL AND HOME.

The Board have a contract of three years (until 1899), with W. L. Thomas, editor and publisher of "School and Home," a paper for children; 50,000 copies are printed, so as to have one for every child in the Public Schools. Each issue is sent to the schools and read there, then it is taken home by the children. The reading matter is so selected as to present topics connected with the lessons which the children are studying in history, geography, etc., thus making school work more attractive and widening the child's circle of ideas and interests. "School and Home" serves also as a medium between teachers and parents, and between the Board, its officers, and its teachers.

FREE BOOKS.

By resolution of the Board of Public Schools, text books are furnished free to all children in the four lower grades. They are also furnished free to indigent children in any grade. The appropriation made by former Boards for this purpose was, as a rule, exhausted before the close of the year, perhaps in March or April, and no free books for any purpose could, as a rule, be furnished after that time.

POPULATION.

The United States Census of the year 1890 gives the number of inhabitants of St. Louis as 451,770. St. Louis has increased very much in population since that time. The following estimate of the population of 1896-97 is based on the enumeration of Gould's City Directory:

Estimated population of St. Louis, Jan. 1, 1896, 611,268.

Estimated population of St. Louis, Jan. 1, 1897, 638,571.

The Constitution of the State defines the school age to extend from the sixth to the twentieth year.

On June 30th, 1897, the school population of St. Louis, computed on the basis of the legal school age, was as follows:

TABLE I.—SCHOOL POPULATION.

	White.	Colored.	Total.
Male	79,079	4,347	83,426
Female	81,607	4,739	86,346
Total.....	160,686	9,086	169,772
(Or 26.6 per cent of the total population.)			
Number enrolled in the Public Schools (including			
Evening Schools).....			
			77,063
(Or 12.2 per cent of the total population.)			
Estimated number enrolled in Private and Pa-			
rochial Schools.....			
			26,000
Estimated number of persons of school age not			
enrolled in either Public or Private Schools...			
			66,709

There are 170,000 persons of school age in the city, while there are only about 77,000 enrolled as pupils in the Public Schools. This proportion is due chiefly to the fact that not every person between the sixth and the twentieth year is in school all the time. There are fourteen years included in the limits of the legal school age, but very few people attend school for fourteen years. If each person of the 170,000 of school age attended half the time, or seven years, it is clear that there could not be more than 85,000 pupils enrolled at any one time. The difference between the number of persons of school age and the number of children actually enrolled in the City Schools has given, at times, rise to the very fallacious and erroneous inference that the difference between the two numbers represents the children that receive no education whatsoever, whereas, the difference is caused by the fact stated above, that very few people attend school for fourteen years.

NUMERICAL GROWTH OF THE PUBLIC SCHOOLS FROM 1870 TO 1897.

It will be interesting to note the steady growth in our Public School System for the period of twenty-seven years. In

1870 the total number of children enrolled was 27,000. The total number enrolled at present is 75,000, an increase in twenty-seven years of nearly 50,000. In other words, in the course of twenty-seven years the school enrollment has trebled.

If, instead of the enrollment, we examine the number belonging, which means the average number of children that attended school every day, including temporary cases of absence of one to three days, we note an increase from 20,000 in 1870 to 59,000 in 1896-97. The following table from which these figures are taken will be of interest not only to the patrons of the public schools but to the citizens at large, since it offers reliable statistics by which the ratio of the growth of the city can, to some degree, be measured.

The diagram represents graphically the increase both in enrollment, which is the upper line, and the increase in the number belonging, which is the lower line. It will be found that up to the school year 1877-78 the growth was rapid, and in some instances sudden, as in the year 1878-79 when, through the adoption of the scheme and charter, a large territory, with considerable population, was added to the city, and in consequence the number belonging was increased 6,000 children, making an increase of nearly 20 per cent over the number belonging during the preceding year. During the next year there was not only no increase, but a decrease in the enrollment.

From the year 1877 to the year 1891 the increase was very gradual and irregular, showing an actual decrease in number in 1883 and in 1886. This is indicated in the diagram "A" below, by a very gradual rise in the school enrollment between 1877 and 1891. This diagram will show that from 1891 to the present time the increase in school enrollment has been steady and heavy, the greatest increase reported being in the school year 1893-94.

While diagram "A" represents the growth in the total number of scholars enrolled, diagram "B" illustrates the percentage of

each year's increase compared with the preceding year. It will be seen that from the year 1879 to the year 1898 the annual growth was mostly between $2\frac{1}{2}$ per cent and $4\frac{1}{2}$ per cent. Ten years out of twenty show this rate of increase, while seven years show a smaller, and two years, namely, 1891-92 and 1893-94, a greater increase, the increase per year for eighteen years being on an average 2.8 per cent.

YEAR.	No. Enrolled.	Increase.	Per cent of Increase compared with preceding Year.	Average Number Belonging.	Increase.	Per cent of Increase compared with preceding Year.	Number of School Years Needed for Increase.
	24347			17670			
1870-71	27587	3240	13.3	19844	2174	12.3	43
1871-72	30294	2707	9.7	22010	2166	10.9	43
1872-73	33928	3634	12.	23002	992	4.5	20
1873-74	34273	345	10.2	24731	1729	7.5	35
1874-75	35941	1668	4.8	26183	1452	5.9	29
1875-76	38390	2449	6.9	27501	1318	5.	26
1876-77	42436	4046	10.5	29774	2273	8.3	45
1877-78	49578	7142	16.8	35710	5936	19.9	119
1878-79	48836	*742	*1.5	35860	150	.4	3
1879-80	51241	2405	4.9	37150	1290	3.3	26
1880-81	51581	340	.7	37887	737	2.	15
1881-82	53050	1469	2.8	38956	1069	2.8	21
1882-83	54960	1910	3.6	39469	513	1.3	10
1883-84	53127	*1833	*3.3	39170	*299	*.7	....
1884-85	53991	864	1.6	40186	1016	2.6	20
1885-86	54453	462	.8	41826	1640	4.	33
1886-87	55314	861	1.6	41816	*10	....	....
1887-88	57074	1760	3.2	43001	1185	2.8	24
1888-89	57147	73	.1	44000	999	2.7	20
1889-90	58316	1169	2.	44983	983	2.2	20
1890-91	59693	1377	2.4	45770	787	1.8	16
1891-92	62435	2742	4.6	48143	2373	5.2	47
1892-93	65169	2734	4.4	49451	1308	2.7	26
1893-94	68839	3670	5.6	53618	4167	8.5	83
1894-95	70428	1589	2.3	55272	1654	3.	33
1895-96	73529	3101	4.4	57462	2190	3.9	44
1896-97	74922	1393	1.9	59435	1973	3.4	39

*Decrease.

DIAGRAM A.
SHOWING INCREASE IN ENROLLMENT AND ATTENDANCE.

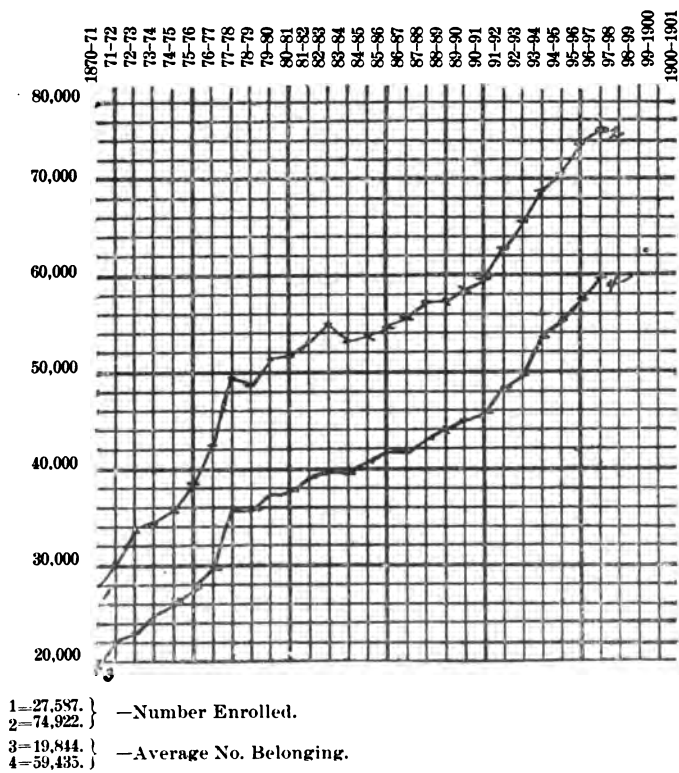
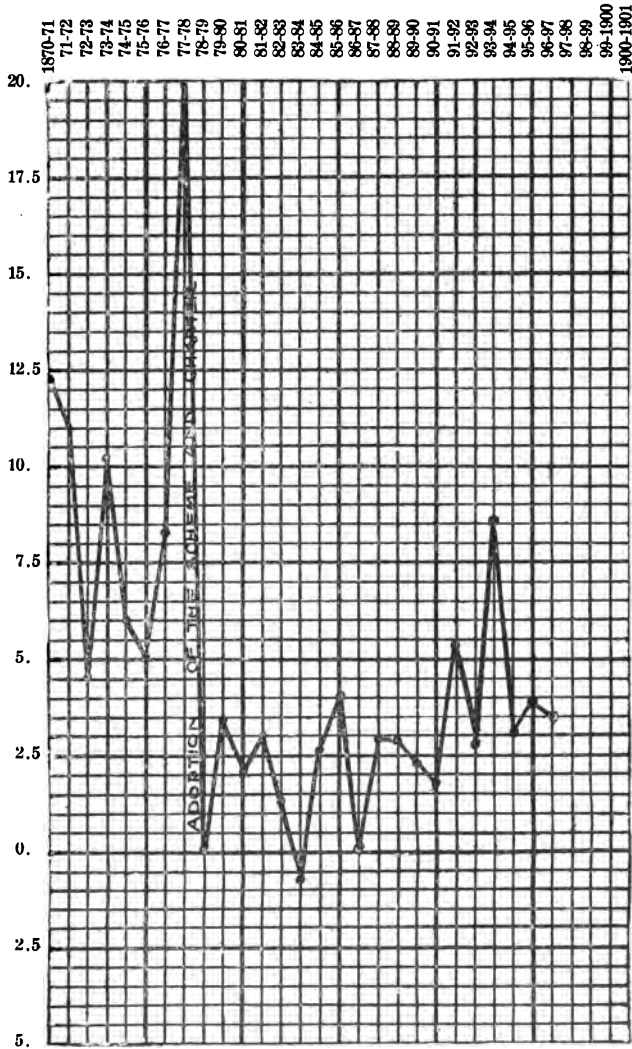


DIAGRAM B.

SHOWING PERCENTAGE OF INCREASE PER YEAR, COMPARED WITH
PRECEDING YEAR.



SCHOOL ROOM.

The demands for more school room in various parts of the city continues, and every effort of the Board of Education is being made in the direction of increasing the school facilities. During the past year, the number of school buildings, as will appear from Table II given below, has increased from 124 to 127. The number of school rooms has been increased by 31 additional rooms, and 1649 seats have been added, according to Table III, to the seating capacity of all the Public Schools in the city.

Table III shows that \$237,339.80 has been added during the year to the investment in buildings and sites made by the Board for school purposes, making the total valuation of school buildings and sites \$4,665,379.83.

TABLE II.—SCHOOL BUILDINGS.

SCHOOL ACCOMMODATIONS.

	1896-97.	1895-96.	Incr.
Total number of school buildings.....	127	124	3
Number of school buildings owned by the Board	115	113	2
Number of school buildings rented by the Board	12	11	1
Number of school-rooms.....	1,218	1,187	31
Seating capacity for pupils.....	62,778	61,129	1,649

TABLE III.—NUMBER OF SEATS.

Showing the Comparative Increase of School Accommodations in
Twenty-three Years.

	SCHOOL HOUSES.		SEATING CAPACITY.		
	No. of Houses.	Per Cent of Increase.	No. of Seats.	Yearly Increase in Seats.	Per Cent of Increase in Seats.
1875	56	.....	30,070	.....	.....
1876	66	18.	31,510	1,440	4.8
1877 (new charter, city limits exten'd)	88	33.	35,790	4,280	13.6
1878	95	8.	37,580	1,790	5.
1879	104	9.5	42,270	4,690	12.5
1880	103	0.	42,560	290	0.7
1881	103	0.	42,610	50	0.1
1882	103	0.	42,730	120	0.3
1883	103	0.	44,880	2,150	5.
1884	104	0.	46,860	1,980	4.4
1885	105	1.	47,810	950	2.
1886	106	1.	48,730	920	1.9
1887	106	0.	49,050	320	0.7
1888	106	0.	49,344	294	0.6
1889	109	2.8	50,926	1,582	3.2
1890	111	1.8	51,645	719	1.4
1891	111	0.	53,350	1,705	3.3
1892	106	0.	54,010	660	1.2
1893	118	11.3	56,485	2,475	4.6
1894	120	1.7	58,190	1,705	3.
1895	122	1.7	59,668	1,478	2.5
1896	124	1.6	61,129	1,461	2.4
1897	127	2.5	62,778	1,649	2.7
Average yearly increase in seating capacity.....					3.

VALUE OF SCHOOL PROPERTY.

	1896-97.	1895-96.	Increase in Value.
Value of school lots.....	\$ 686,979 07	\$ 683,329 07	\$ 3,650 00
Value of buildings.....	3,978,400 76	3,744,710 96	233,689 80
Total value of property used for school purposes.....	\$4,665,379 83	\$4,428,040 03	\$237,339 80

TEACHERS.

There is every year an increase in the number of pupils enrolled, and, in consequence, a corresponding increase in the number of teachers. One thousand five hundred and fifty-three teachers were employed in the day and evening schools during the past year, an increase of fifty-nine compared with the preceding period.

There are four grades or ranks of teachers employed in the district schools, and a brief explanation of the arrangement may be quoted from a former report:

"About one-third of all the teachers of the District Schools hold a rank above the grade of third assistant. There are four grades of teachers employed in the District Schools, as will be seen by consulting the schedule of salaries given at the end of this report. The maintenance of these ranks serves to give promotion and recognition to specially talented and successful teachers. As a rule, a First Assistant is assigned to the primary and another to the highest grade, so that the two most important tasks—the first training of the children that have just entered school, and the teaching of the most advanced classes—are placed in the hands of the presumably most competent teachers of the corps. The number of ranking teachers for each school is fixed by rule, and promotions are made among the teachers of each school in which a vacancy in the higher rank occurs. As a rule, no transfer of a ranking teacher from one school to another is made. The salaries of all the teachers are so arranged that it requires five years of service to reach the maxi-

num of the grade. The maximum salary of a Head Assistant is \$850, of the First, Second and Third Assistants, \$700, \$600 and \$560 respectively. It is supposed that this grading of positions, with its chances of promotion, stimulates the efforts to excel in classroom work, and produces a higher degree of efficiency."

TABLE IV.—TEACHERS.

Showing the number of teachers employed during 1896-97.

NUMBER OF PRINCIPALS.

[From Table VI., Second Part.]

	Male	Female	Total 1896-97	Total 1895-96	Increase.
Normal and High School.....	1	.....	1	1	0
Normal and High School (colored).....	1	.....	1	1	0
District Schools (white).....	33	35	68	66	2
District schools (colored).....	11	.....	11	11	0
Evening Schools	8	.....	8	8	0
Total number of Principals.....	54	35	89	87	2

NUMBER OF ASSISTANTS.

Normal and High School.....	22	43	65	68	—3
High School (colored).....	5	4	9	7	2
District Schools (white).....	1	1,007	1,008	958	50
District Schools (colored).....	1	84	85	80	5
Kindergartens .....	..	312	312	307	5
Evening Schools	11	37	48	48	0
Total number of Assistants.....	40	1,487	1,527	1,468	59
Music, Drawing and Physical Culture..	13	13	26	26	0
Total number of Teachers.....	53	1,500	1,553	1,494	59

NUMBER OF ASSISTANTS IN THE DISTRICT SCHOOLS BY RANK.

	White.	Colored.	Total 1896-97.	Total 1895-96.
Head Assistants	38	2	40	37
First Assistants (Grammar).....	73	12	85	70
First Assistants (Primary).....	80	10	90	87
Second Assistants (Grammar).....	125	18	143	115
Second Assistants (Primary).....	82	6	88	106
Third Assistants	610	53	663	623
Kindergarten Directors	96	13	109	106
Kindergarten Paid Assistants.....	189	14	203	201
Total Assistants	1,293	128	1,421	1,345

"DOUBLE-TIME SESSIONS."

The number of pupils applying for admission has been so great that, the great addition to the seating capacity notwithstanding, several of the large buildings proved inadequate to the demand for seats. The only adequate remedy for this state of things is, of course, the erection of new school houses or of reasonable additions to existing school buildings.

While this is the only satisfactory future solution of the problem, toward which steps were immediately taken, the Board of Education had to face this present and urgent difficulty. There were hundreds of children applying for admission, and they had as much right to receive accommodation as anybody else. The present demand could be met by future plans merely, and by promises that could not be fulfilled for many months. There must be found some means of immediate relief. It is difficult, and at times impossible, to rent buildings large enough and fit for school rooms, and it is at times still more difficult to rent them from the owners for school purposes.

The wish to give immediate relief, of temporary character, led the Board to the adoption of the "half-day session," or "double-time" plan. The "double-time" plan has been introduced into a few schools as a matter of necessity and not of choice. It seemed better to give the smallest children only four hours' schooling (instead of five) than to crowd them into a room beyond its capacity, or, what would be still worse, to keep them out of school altogether. The smallest children only are affected by the "double-time" plan.

To give an example: In one of the primary rooms of a large school ninety children applied for admission where there was room for sixty only. Instead of attempting to crowd a larger number into the room than could comfortably be seated, the children were divided into two divisions, and forty-five were told to come from 8:30 to 12:30, and the rest from 12:30 to 4:30. In cases of this kind, the afternoon class is not taught by the same

teacher that taught the fore-noon session, whose strength may be exhausted by the four hours' teaching in the mornings, but by another teacher. From time to time the classes change, the former afternoon class attends in the morning, and the former morning class attends in the afternoon.

The "double-time sessions" are not looked upon as permanent arrangements, but simply as makeshifts to be discontinued as soon as the Board is able to erect new buildings. In some districts, new buildings are already growing rapidly towards completion, and the "double-time sessions" there will soon be done away with. In the few other districts where a "double-time" session has become necessary, the first recommendation of the Superintendent to the Board, and the first care of the Board will be to build sufficient accommodations, to be ready within a year.

ATTENDANCE OF PUPILS.

The total enrollment of pupils in the day and evening schools during the past year was 77,063, showing an increase of 1232 compared with the preceding year. The attendance of the pupils was more regular since the average number belonging shows an increase of 1945, compared with the scholastic year 1895-96.

In the High School, the enrollment was about 100 less than during the preceding year, owing to the discontinuance of the Normal department as a special school. The average number of children in daily attendance was 56,095 in the day and evening schools, while 56,481 pupils remained in school at the end of the year. The average number of children of which each teacher had charge was 46.

TABLE V.—ATTENDANCE OF PUPILS.

NUMBER OF PUPILS ENROLLED.

	Boys.	Girls.	Total. 1896-97.	Total. 1895-6.	Increase or Decrease
Normal and High School.....	608	1,350	1,958	2,049	—91
Normal and High School (col'd). . .	59	208	267	247	20
District Schools (white).....	33,326	33,825	67,151	65,628	1,523
District Schools (colored).....	2,572	2,975	5,547	5,605	—58
Total in Day Schools.....	36,565	38,358	74,923	73,529	1,394
Evening Schools.....	336	1,804	2,140	2,302	—162
Total in Day and Eve. Schools	36,901	40,162	77,063	75,831	1,232

AVERAGE NUMBER OF PUPILS BELONGING.

Normal and High School.....	1,564	1,654	—90
Normal and High School (colored).....	224	213	11
District Schools (white).....	53,820	51,814	2,006
District Schools (colored).....	3,827	3,781	46
Total in Day Schools.....	59,435	57,462	1,973
Total in Evening Schools.....	1,494	1,522	—28
Total in Day and Evening Schools.....	60,929	58,984	1,945

AVERAGE NUMBER OF PUPILS IN DAILY ATTENDANCE.

Normal and High School.....	1,524	1,614	—90
Normal and High School (colored).....	215	205	10
District Schools (white).....	49,791	47,938	1,853
District Schools (colored).....	3,331	3,287	44
Total in Day Schools.....	54,861	53,044	1,817
Total in Evening Schools.....	1,234	1,218	16
Total in Day and Evening Schools.....	56,095	54,262	1,833

PER CENT OF ATTENDANCE ON THE AVERAGE NUMBER BELONGING.

	1896-7.	1895-6.
Normal and High School.....	97	98
Normal and High School (colored).....	96	97
District Schools (white).....	93	93
District Schools (colored).....	87	87
Average in Day Schools.....	92	92
Average in Evening Schools.....	82	80
Average in Day and Evening Schools.....	92	92

AVERAGE NUMBER OF PUPILS BELONGING TO EACH TEACHER.

Normal and High School.....	24	24
Normal and High School (colored).....	22	29
District Schools (white).....	44	47
District Schools (colored).....	39	40
Total average in all the Day Schools.....	45	46

NUMBER OF PUPILS REMAINING IN THE SCHOOLS AT THE CLOSE OF THE YEAR.

Normal and High School.....	1,490	1,008
Normal and High School (colored).....	202	208
District Schools (white).....	51,082	49,708
District Schools (colored).....	3,707	3,551
Total in all the Day Schools.....	56,481	55,070

NUMBER OF CASES OF TARDINESS.

Normal and High School.....	1,464	1,187
Normal and High School (colored).....	305	358
District Schools (white).....	22,648	22,152
District Schools (colored).....	8,740	8,364
Total in all the Day Schools.....	33,157	32,061

TABLE VI.

ATTENDANCE IN THE KINDERGARTENS.

	1896-97.			1895-96. Total.
	Boys.	Girls.	Total.	
Number of pupils enrolled.....	4,363	4,809	9,172	8,972
Average number of pupils belonging.....			5,773	5,555
Average daily attendance.....			5,098	4,936
Number of pupils remaining at the close of the year.....			5,766	5,723

COST OF TUITION IN KINDERGARTENS, BASED ON

Average number attending.....	\$16.75
Average number belonging.....	14.88
Total number enrolled.....	9.21

THE COST OF TUITION.

The salaries of principals and teachers are included in the following statement of the cost of tuition per pupil. The salaries of the officers of the Board and the supervisory force are not included.

TABLE VII.—COST OF TUITION.

COST OF TUITION IN DAY SCHOOLS INCLUDING KINDERGARTENS, BASED ON

	1896-97.	1895-96.
Average number attending.....	\$17.70	\$16.97
Average number belonging.....	16.34	15.66
Total number enrolled.....	12.96	12.24

COST OF INCIDENTALS.

[Including Fuel and Light, Janitor Hire, Supplies and Free Text-Books.]

	1896-97..	1895-96.
Based on average number attending.....	\$2.78	\$2.56
Based on average number belonging.....	2.57	2.36
Based on total number enrolled.....	2.04	1.84

TOTAL COST OF TUITION AND INCIDENTALS.

	1896-97.	1895-96.
Based on average number attending.....	\$20.48	\$19.53
Based on average number belonging.....	18.91	18.02
Based on total number enrolled.....	15.00	14.08

COMPARATIVE TABLE OF COST OF TUITION FOR TEN YEARS,

Based on average number belonging. The incidentals include fuel, light, janitor hire, supplies, and, since 1893-94, free books.

	1887-88	1888-89	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97
Tuition	15.93	15.20	15.20	15.22	15.48	15.64	15.34	15.60	15.66	16.34
Incidentals	1.91	1.88	1.83	1.87	1.93	1.96	2.22	2.39	2.36	2.57
Total	17.84	17.08	17.03	17.09	17.41	17.60	17.56	17.99	18.02	18.91

REGULARITY OF ATTENDANCE.

The following table presents a few facts which speak well for the training in regularity and punctuality which the children receive both at their homes and in school. 60,784 of the children enrolled have not been tardy during their connection with the school during the past year. A glance at table IX will show how steady the gain in regard to regular attendance has been during the past years.

TABLE VIII.—REGULARITY OF ATTENDANCE.

	1896-97.	1895-96.
Whole number of school days, 200.		
Number of pupils who attended 200 days.....	2,177	2,092
“ “ “ 180 to 200 days..	30,071	26,718
“ “ “ 160 to 180 days..	11,705	12,159
“ “ “ 140 to 160 days..	6,252	6,614
“ “ “ 120 to 140 days..	4,115	4,245
“ “ “ 100 to 120 days..	3,526	3,681
“ “ “ 80 to 100 days..	3,575	3,691
“ “ “ 60 to 80 days..	3,093	3,124
“ “ “ 40 to 60 days..	3,595	3,837
“ “ “ 20 to 40 days..	3,257	3,430
“ “ “ less than 20 days	3,458	3,525
“ “ not absent during their enrollment.	3,340	3,108
“ “ not tardy during their enrollment..	60,784	57,941
“ of cases of tardiness.....	33,157	32,061
“ “ of readmittance.....	31,200	35,477

WITHDRAWN

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TABLE IX.—COMPARATIVE PERCENTAGE OF ATTENDANCE.

(Showing what per cent of the total number of pupils attended every school-day, or a smaller number of days; also the number of pupils in each hundred that were not absent or tardy, and the number of cases of tardiness per hundred pupils.)

YEARS.	PER CENT OF PUPILS ATTENDING.										Total.	Not absent.	Not tardy.	Cases of tardiness.
	200 days.	180-200 days.	160-180 days.	140-160 days.	120-140 days.	100-120 days.	80-100 days.	60-80 days.	40-60 days.	20-40 days.	1-20 days.			
1863-64	120	12	10	8	7	8	8	9	8	9	100	5	50	205
1864-65	223	12	9	7	6	6	7	9	9	10	100	5	50	200
1865-66	225	13	8	8	7	7	7	8	7	8	100	6	55	140
1866-67	224	18	10	7	6	6	6	7	8	6	100	7	57	119
1867-68	329	13	9	7	6	6	6	7	7	7	100	8	58	116
1868-69	232	14	9	6	6	6	6	7	6	6	100	6	56	120
1869-70	230	14	9	7	6	7	6	7	6	6	100	4	52	118
1870-71	233	13	8	7	6	6	6	7	6	6	100	5	62	97
1871-72	235	12	9	6	5	5	6	7	6	7	100	7	62	90
1872-73	226	13	9	7	6	7	6	8	8	8	100	3	61	80
1873-74	334	13	8	6	6	6	5	6	6	7	100	4	72	73
1874-75	334	13	8	6	6	6	5	7	6	6	100	4	65	58
1875-76	332	12	9	6	5	6	6	7	6	8	100	4	72	52
1876-77	234	13	9	6	5	6	5	7	6	7	100	4	70	50
1877-78	334	13	9	6	6	5	5	6	5	8	100	4	71	50
1878-79	234	14	9	7	5	5	5	6	6	7	100	4	76	55
1879-80	233	15	9	6	5	6	5	6	7	6	100	4	78	46
1880-81	332	14	10	7	6	5	5	6	6	6	100	4	81	43
1881-82	332	14	9	7	6	5	6	6	6	6	100	4	82	41
1882-83	229	15	10	7	6	5	6	7	6	7	100	6	77	45
1883-84	233	16	9	7	5	5	5	6	6	6	100	4	79	52
1884-85	334	15	10	7	5	5	5	6	5	5	100	4	77	51
1885-86	337	15	9	6	5	5	5	5	5	5	100	4	75	50
1886-87	234	16	10	7	6	5	5	5	5	5	100	3	80	48
1887-88	235	16	9	7	6	5	5	5	5	5	100	3	79	49
1888-89	236	16	10	7	6	5	4	5	5	4	100	4	75	59
1889-90	235	17	10	7	5	5	4	5	5	5	100	3	76	62
1890-91	234	17	9	7	5	6	4	6	5	5	100	5	73	67
1891-92	234	17	10	7	5	6	5	5	5	4	100	4	76	54
1892-93	233	18	10	7	5	5	5	5	5	5	100	2	78	56
1893-94	239	15	9	6	5	5	4	5	5	5	100	4	81	47
1894-95	437	16	9	6	5	5	4	5	5	4	100	5	77	47
1895-96	336	17	9	6	5	5	4	5	5	5	100	4	79	49
1896-97	340	16	8	5	5	5	4	5	4	5	100	4	81	44

TABLE X.—AGES OF PUPILS.

[See Second Part, Table III.]

	1896-97.	1895-96.
Number of pupils 6 years old.....	9,995	9,749
“ “ 7 years old.....	10,746	10,719
“ “ 8 years old.....	9,308	9,395
“ “ 9 years old.....	8,435	8,575
“ “ 10 years old.....	8,020	7,950
“ “ 11 years old.....	7,322	7,098
“ “ 12 years old.....	6,923	6,566
“ “ 13 years old.....	5,584	5,262
“ “ 14 years old.....	3,893	3,627
“ “ 15 years old.....	2,308	2,241
“ “ 16 years old and over.....	2,389	2,337
Average age, nine years and eight months.		

TABLE XI.—COMPARATIVE TABLE OF AGES OF PUPILS.

(Showing what percentage of the total enrollment belongs to the various ages.)

PER CENT OF ENTIRE NUMBER ENROLLED.

YEARS.	AGES OF PUPILS AND PERCENTAGE OF EACH AGE.										
	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years and over.
1870-71	7	16	13	12	12	11	9	8	5	3	4
1871-72	8	17	12	12	12	10	9	7	6	3	4
1872-73	9	19	12	11	11	10	9	7	5	3	4
1873-74	9	20	12	11	10	9	9	8	5	3	4
1874-75	9	20	13	11	10	9	8	7	5	4	4
1875-76	10	19	13	11	10	9	8	7	5	4	4
1876-77	22	13	12	11	10	8	8	6	4	3	3
1877-78	23	13	11	12	12	8	6	6	4	2	3
1878-79	19	13	12	11	11	10	8	7	4	2	3
1879-80	20	13	12	11	11	10	9	6	4	2	2
1880-81	21	13	12	11	11	10	8	6	4	2	2
1881-82	20	14	12	11	11	10	8	6	4	2	2
1882-83	19	14	13	12	10	9	9	6	4	2	2
1883-84	13	16	14	12	12	10	9	6	4	2	2
1884-85	13	15	13	12	12	10	9	6	5	3	2
1885-86	13	14	13	12	12	10	9	7	4	3	3
1886-87	12	14	12	12	12	10	10	7	5	3	3
1887-88	14	14	12	12	11	10	10	7	5	2	3
1888-89	14	14	12	11	11	10	10	7	5	3	3
1889-90	14	14	13	12	10	10	9	7	5	3	3
1890-91	13	15	13	11	11	10	9	7	5	3	3
1891-92	14	15	13	11	11	10	9	7	4	3	3
1892-93	13	15	13	12	11	10	8	7	5	3	3
1893-94	13	15	13	12	11	9	9	7	5	3	3
1894-95	11	14	13	12	11	10	9	8	5	3	4
1895-96	13	14	13	12	11	10	9	7	5	3	3
1896-97	13	14	13	11	11	10	9	8	5	3	3

TABLE XIIa.—OCCUPATION OF PARENTS.

PER CENT OF ENTIRE NUMBER ENROLLED.

(The items of this table were reclassified for the year 1896-97 to accord more fully with the classification of the U. S. census. The classification was applied as far as feasible to the following abstract of the tables published in the reports of earlier years.)

YEARS.	OCCUPATION OF PARENTS.												
	Agriculture, Etc.	Electric Service.	Manufacturing and Mechanical Pursuits.		Mercantile Business and Trading.		Personal Service.	Professional Service.	Public Employment.	Transportation.	Unskilled Labor.	Unclassified.	Total.
			Proprietors.	Employees.	Proprietors	Employees.							
1866-67.	2.1	...	8.4	24.1	14.4	5.7	5.8	9.4	3.2	5.	15.2	6.7	100
1867-68.	1.8	...	7.7	23.5	14.	6.3	6.2	4.6	3.5	4.2	15.1	13.1	100
1868-69.	2.	...	8.7	22.4	13.5	6.3	7.9	4.4	2.6	3.8	15.8	12.6	100
1869-70.	2.	...	9.8	22.	14.5	5.8	6.8	4.	2.7	3.2	18.	11.2	100
1870-71.	2.3	...	7.9	22.5	14.5	5.9	7.8	3.9	2.6	3.	16.9	12.7	100
1871-72.	2.2	...	8.9	23.9	13.2	6.2	8.4	3.9	2.6	2.6	16.	12.1	100
1872-73.	3.1	...	10.4	22.3	15.4	5.7	8.4	4.	2.6	2.5	16.1	9.5	100
1873-74.	2.	...	9.3	23.1	15.	6.6	7.9	4.1	2.4	2.	17.9	9.7	100
1874-75.	1.6	...	9.2	23.9	15.	7.2	7.6	4.1	2.7	2.	17.9	8.8	100
1875-76.	1.6	...	9.	23.4	15.1	7.9	7.2	4.6	2.8	1.7	16.1	10.6	100
1876-77.	1.6	...	9.9	22.2	15.2	8.	5.8	5.3	2.6	1.5	18.	9.9	100
1877-78.	2.	...	10.1	21.5	15.7	7.8	6.9	4.9	2.7	1.5	20.	6.9	100
1878-79.	2.1	...	9.3	22.5	14.6	7.6	7.5	4.8	2.9	1.3	18.4	9.	100
1879-80.	2.1	...	8.9	22.7	13.9	8.3	7.2	4.5	2.7	1.4	20.	8.3	100
1880-81.	1.9	...	9.5	23.	13.8	8.	7.2	4.3	2.6	1.3	20.9	7.5	100
1881-82.	1.8	...	8.	23.8	12.8	8.5	6.6	4.5	2.6	1.1	21.1	9.2	100
1882-83.	1.6	...	7.9	24.3	12.7	8.3	6.2	4.2	2.5	1.2	20.9	10.2	100
1883-84.	1.6	...	7.5	24.9	12.3	9.	6.4	4.4	2.7	1.	20.5	9.7	100
1884-85.	1.6	...	8.3	23.4	12.4	9.1	6.2	4.8	2.8	1.1	20.3	10.	100
1885-86.	1.7	...	7.9	24.	11.9	9.8	5.8	3.9	2.8	1.	21.3	9.9	100
1886-87.	1.5	...	7.8	24.5	12.1	9.9	6.7	3.5	2.7	1.	21.3	9.	100
1887-88.	1.4	...	7.5	25.2	12.4	9.7	6.1	3.7	2.7	1.	21.2	9.1	100
1888-89.	1.4	...	7.1	24.4	11.9	10.3	6.8	4.	2.6	.6	21.9	9.	100
1889-90.	1.3	...	7.3	23.3	11.1	11.	6.6	3.4	2.6	.5	22.1	10.8	100
1890-91.	1.8	...	8.2	23.	10.7	11.4	6.9	3.5	2.4	.5	21.3	10.3	100
1891-92.	1.1	...	7.3	24.6	11.	12.	6.6	3.5	2.5	.5	20.7	10.2	100
1892-93.	.9	...	7.3	23.3	10.5	12.3	6.7	3.7	2.4	.5	21.9	10.5	100
1893-94.	.8	...	7.5	22.8	10.8	12.7	6.5	4.	2.8	.4	21.8	9.9	100
1894-95.	1.	...	7.2	22.2	11.	12.2	6.8	4.	2.7	.4	21.7	10.8	100
1895-96.	1	1.	6.	24.	10.	15.	10.	3.	4.	6.	13.	7.	100
1896-97.	1	1.	7.	24.	10.	14.	11.	4.	3.	7.	12.	6.	100

OCCUPATION OF PARENTS.

A departure from the plan followed for many years has been made in the mode of giving the occupation of parents. The classification adopted thirty years ago when the city was small and largely dependent on river transportation has been modified to agree, in the main, with the list of occupations of our people given in the United States census. In order to make it possible to compare the reports of previous years with the present one, they were adjusted and tabulated in Table IV of the second part of this report to conform with the new classification.

In making this classification the following rules have been observed by the teachers:

1. Agriculture, etc., includes the following occupations: Farming, Gardening, Stock-raising, etc., Dairy-keeping, etc.

2. Electric Service includes Officers and Employees of Telegraph, Telephone, Electric Light and Power Companies.

3, 4. Manufacturing and Mechanical Pursuits includes, for instance: Bakers, Blacksmiths, Bleachers and Dyers, Bookbinders, Bootmakers, Brassfounders, Brewers, Brickmasons, etc.

5, 6. Merchandise and Trading includes, for instance: (a) Bankers, Insurancemen, Dealers, Peddlers, Hucksters, Saloon-keepers, etc.; (b) Agents, Clerks, etc.

7. Personal Service includes, for instance: Barbers, Boarding-house-keepers, Domestic Servants, Hotel-Keepers, Laundresses, Liverystable-keepers, Watchmen, etc.

8. Professional: Clergymen, Dentists, Civil Engineers, Journalists, Lawyers, Musicians, Physicians, Teachers, etc.

9. Public Employment: Civil and Military Officers, etc.

10. Transportation: Draymen, Teamsters, Hackmen, etc., Officers and Employees of Street Railways and other Railways; Officers and Employees of Express and Transportation Companies, Steamboatmen, etc.

TABLE XIIb.—OCCUPATION OF PARENTS.

(See Second Part.--Table IV.)

	1896-97.	1895-96.
1. Agriculture, etc.....	739	929
2. Electric Service	779	657
3, 4. Manufacturing and Mechanical Pursuits—		
(a) Proprietors	4,983	4,405
(b) Employees	17,760	17,597
5, 6. Mercantile Business and Trading—		
(a) Proprietors	7,812	7,360
(b) Employees	10,460	10,702
7. Personal Service	7,867	7,167
8. Professional Service.....	2,950	2,542
9. Public Employment	2,742	2,686
10. Transportation	5,251	4,598
11. Unskilled Labor	8,732	9,400
12. Unclassified	4,848	5,486
Total	74,923	73,529

BIRTHPLACES OF PUPILS.

[See Second Part, Table V.]

Children born in St. Louis.....	56,731	55,706
Children born in Missouri, outside of St. Louis....	5,431	5,217
Children born elsewhere in the United States.....	10,514	10,287
Children born in Foreign Countries.....	2,247	2,319
Total number enrolled.....	74,923	73,529

TABLE XIII.—BIRTHPLACES OF PUPILS.

BY PER CENT OF TOTAL NUMBER ENROLLED.

YEARS.	St. Louis.	Missouri (Outside of St. Louis).	Illinois.	Other States of the Union.	Ireland.	Other Parts of Great Britain.	Germany.	Italy.	Russia.	Other Foreign Countries.	Unknown.	Total.	Per Cent Born in United States.	Per Cent Born in Foreign Countries.
1864-65..	55	8	..	28	1	2	3	..	..	3	..	100	91	9
1865-66..	59	8	..	25	1	2	2	..	..	3	..	100	92	8
1866-67..	60	9	..	25	1	1	2	..	..	2	..	100	94	6
1867-68..	61	8	..	24	1	1	3	..	..	2	..	100	93	7
1868-69..	63	7	..	24	1	1	2	..	..	2	..	100	94	6
1869-70..	65	8	..	21	1	1	2	..	..	2	..	100	94	6
1870-71..	65	8	..	21	1	1	3	..	..	1	..	100	94	6
1871-72..	66	7	..	20	1	2	2	..	..	2	..	100	93	7
1872-73..	68	7	..	19	1	2	2	..	..	1	..	100	94	6
1873-74..	68	7	..	19	1	1	3	..	..	1	..	100	94	6
1874-75..	68	7	..	19	1	2	2	..	..	1	..	100	94	6
1875-76..	69	6	..	19	1	2	2	..	..	1	..	100	94	6
1876-77..	71	6	..	18	1	1	1	..	..	2	..	100	95	5
1877-78..	72	7	..	17	1	1	1	..	..	1	..	100	96	4
1878-79..	74	6	..	16	1	1	1	..	..	1	..	100	96	4
1879-80..	74	6	..	16	1	1	1	..	..	1	..	100	96	4
1880-81..	75	5	..	16	1	1	1	..	..	1	..	100	96	4
1881-82..	75	6	..	14	1	1	2	..	..	1	..	100	95	5
1882-83..	74	6	..	15	1	1	2	..	..	1	..	100	95	5
1883-84..	74	5	..	16	1	1	2	..	..	1	..	100	95	5
1884-85..	75	6	..	14	1	1	2	..	..	1	..	100	95	5
1885-86..	76	5	..	14	1	1	2	..	..	1	..	100	95	5
1886-87..	77	5	..	13	1	1	2	..	..	1	..	100	95	5
1887-88..	76	6	..	13	1	1	2	..	..	1	..	100	95	5
1888-89..	76	6	..	13	1	1	2	..	..	1	..	100	95	5
1889-90..	78	6	..	12	..	..	2	..	..	2	..	100	96	4
1890-91..	77	6	..	13	..	1	2	..	..	1	..	100	96	4
1891-92..	77	6	..	12	..	1	2	..	..	2	..	100	95	5
1892-93..	76	7	..	14	..	1	2	..	..	..	..	100	97	3
1893-94..	75	7	..	14	..	1	1	..	..	2	..	100	96	4
1894-95..	77	6	..	14	..	1	1	..	..	1	..	100	97	3
1895-96..	76	7	5	9	..	.5	.9	.2	.7	.4	.3	100	97	3
1896-97..	76	7	4	10	.1	.5	1	.1	.7	.4	.2	100	97	3

TABLE XIV.—CLASSIFICATION OF PUPILS BY ADVANCEMENT IN STUDIES.

[See Second Part, Table VII.]

NUMBER BELONGING AT THE CLOSE OF EACH QUARTER.

SCHOOLS.	1896-97.				1895-96.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
<i>Normal School.</i>								
Senior Class	74	74			73	73	82	82
Middle Class					84	83	74	74
Junior Class					74	73		
Total.....	74	74			231	229	156	156
<i>High School.</i>								
Senior Class	218	217	197	195	192	192	228	228
Third Class	224	219	288	274	269	256	259	251
Second Class	418	401	429	407	350	343	407	385
Junior Class	643	609	645	614	596	563	627	588
Total.....	1503	1446	1559	1490	1407	1354	1521	1452
<i>District Schools.</i>								
No. Pupils 8th yr. or grade...	1304	1418	1388	1346	1142	1189	1221	1279
" 7th " "	2023	2201	2131	2296	1829	1885	2016	2158
" 6th " "	2420	2370	2694	2719	2427	2789	2745	2710
" 5th " "	3829	4128	4020	4019	3852	3603	3926	3606
" 4th " "	6855	6984	7308	7181	6446	6996	7083	7057
" 3d " "	9916	9955	10176	9957	9062	9140	9346	9222
" 2d " "	11578	10973	11242	11105	11895	11519	11342	11435
" 1st " "	12156	10346	10034	7157	11064	10245	9765	6841
" Kindergarten	5733	5116	5427	5300	5500	5268	5305	5395
Total.....	55874	53491	54420	51082	53207	52634	52749	49703
<i>Colored Schools.</i>								
No. pupils High Sch. Dep't...	241	236	210	202	220	213	215	208
" 8th yr. or grade...	86	82	69	65	63	90	85	85
" 7th " "	83	78	100	101	107	80	89	73
" 6th " "	65	56	65	90	72	86	93	113
" 5th " "	139	155	197	222	142	163	182	169
" 4th " "	532	518	511	479	476	429	497	439
" 3d " "	808	830	842	772	811	781	710	750
" 2d " "	908	805	801	939	817	860	829	802
" 1st " "	1217	830	886	652	1291	1059	959	780
" Kindergarten	423	235	369	387	376	341	307	340
Total.....	4502	3825	4050	3909	4375	4102	3966	3759
Grand Total.....	61953	58836	60029	56481	59220	58319	58392	55070

NUMBER OF CHILDREN IN EACH GRADE.

• It is to be regretted that so many of our children leave after four or five years of schooling, and miss thereby the great opportunities which the more advanced work in the higher grades affords. Only one-fifth of the total number are found in the grades above the fourth, while four-fifths are in the Kindergarten and the four lower grades. One half of the total enrollment (49.5%) is found in the Kindergarten and the first and second primary grades.

TABLE XV.—PER CENT OF TOTAL NUMBER BELONGING AT CLOSE OF QUARTER.

		DISTRICT SCHOOLS.									
	Normal School.	High School.	Eighth Year or Grade.	Seventh Year or Grade.	Sixth Year or Grade.	Fifth Year or Grade.	Fourth Year or Grade.	Third Year or Grade.	Second Year or Grade.	First Year or Grade.	Kindergarten.
First Quarter, 1892-93.	.28	2.74	1.93	2.28	4.20	6.44	11.91	13.77	20.24	26.05	10.16
Second " " "	.26	2.60	1.92	2.71	4.60	6.53	13.36	14.80	20.45	23.00	9.75
Third " " "	.29	2.93	1.95	2.76	4.56	6.92	12.72	15.53	20.63	21.86	9.85
Fourth " " "	.31	2.98	2.29	3.16	4.69	7.18	13.41	15.26	22.31	17.84	10.57
Average .....	.29	2.81	2.01	2.72	4.50	6.76	12.84	14.83	20.88	22.29	10.07
First Quarter, 1893-94.	.32	2.73	1.89	2.37	4.43	6.47	11.95	14.30	21.27	23.95	10.32
Second " " "	.32	2.70	1.86	3.01	4.69	6.58	12.60	15.59	21.10	21.52	10.03
Third " " "	.30	2.93	2.19	3.13	4.60	7.28	12.51	14.93	22.89	18.93	10.31
Fourth " " "	.32	3.01	2.47	3.33	5.21	7.34	13.17	15.08	24.62	14.50	10.95
Average .....	.32	2.84	2.09	2.94	4.72	6.91	12.55	14.97	22.43	19.84	10.39
First Quarter, 1894-95.	.31	2.73	2.03	2.83	4.30	6.40	12.28	14.60	22.30	21.78	10.44
Second " " "	.31	2.71	2.25	3.31	4.51	6.73	12.92	15.84	21.82	19.73	9.87
Third " " "	.36	2.92	2.21	3.26	5.17	6.71	13.95	15.37	21.85	18.51	9.63
Fourth " " "	.39	2.99	2.43	3.95	5.36	7.26	13.65	16.40	23.26	14.04	10.18
Average .....	.34	2.83	2.23	3.32	4.82	6.77	13.18	15.55	22.29	18.64	10.03
First Quarter, 1895-96.	.39	2.74	2.03	3.26	4.21	6.74	11.68	16.67	21.46	20.84	9.92
Second " " "	.36	2.68	2.19	3.36	4.92	6.45	12.73	17.01	21.22	19.38	9.61
Third " " "	.26	2.97	2.23	3.60	4.86	7.03	12.98	17.22	20.84	18.36	9.61
Fourth " " "	.28	3.01	2.47	4.05	5.10	6.85	13.61	18.10	22.22	13.83	10.41
Average .....	.33	2.85	2.23	3.56	4.77	6.77	12.73	17.23	21.42	18.13	9.88
First Quarter, 1896-97.	.12	2.82	2.34	3.40	4.02	6.40	11.92	17.31	20.15	21.58	9.94
Second " " "	.12	2.86	2.55	3.87	4.12	7.28	12.75	18.33	20.02	19.00	9.10
Third " " "	.25	2.95	2.43	3.72	4.59	7.02	13.03	18.35	20.06	18.19	9.66
Fourth " " "	.30	3.00	2.50	4.25	4.97	7.51	13.56	18.99	21.33	13.82	10.07
Average .....	.06	2.91	2.46	3.81	4.43	7.05	12.81	18.24	20.39	18.15	9.69

TABLE XVI.—PERCENTAGE OF ATTENDANCE FOR EACH GRADE.

YEARS.	Normal School.	High School.	Eighth Year or Grade.	Seventh Year or Grade.	Sixth Year or Grade.	Fifth Year or Grade.	Fourth Year or Grade.	Third Year or Grade.	Second Year or Grade.	First Grade and Kindergarten.
1874-75	.66	3.14	2.66	2.96	3.72	7.81	10.71	14.99	12.36	39.06
1875-76	.74	3.24	2.36	2.80	4.53	7.36	11.03	15.65	13.38	38.91
1876-77	.57	2.53	2.10	2.87	4.62	7.06	11.31	18.03	18.11	32.80
1877-78	.50	2.08	2.13	2.71	4.41	7.19	12.60	16.02	17.65	34.71
1878-79	.48	2.12	2.05	2.57	4.44	8.16	13.74	15.37	18.45	32.62
1879-80	.37	2.02	1.66	2.00	3.78	8.87	13.02	14.31	19.73	34.24
1880-81	.27	1.90	1.64	2.14	3.94	8.07	11.20	12.08	20.82	37.94
1881-82	.12	1.55	1.57	2.15	4.32	6.85	9.01	13.19	27.34	33.90
1882-83	.09	1.58	1.56	2.17	3.88	6.26	9.10	14.05	27.65	33.66
1883-84	.12	1.54	1.54	2.00	4.14	6.35	9.90	15.63	28.13	30.65
1884-85	.18	1.68	1.46	2.05	3.92	6.94	9.88	15.75	27.88	30.26
1885-86	.24	1.80	1.58	2.02	4.27	6.14	10.65	16.13	25.69	31.48
1886-87	.33	2.12	1.66	2.60	4.15	6.24	11.21	16.70	24.22	30.77
1887-88	.27	2.16	2.05	2.51	4.18	6.03	12.02	16.66	23.29	30.83
1888-89	.19	2.36	2.26	2.39	4.51	6.22	12.72	15.93	22.64	30.78
1889-90	.26	2.80	2.02	2.88	4.41	6.87	13.12	15.84	22.28	29.52
1890-91	.36	2.49	2.37	2.67	4.67	7.01	12.91	15.37	22.08	30.07
1891-92	.35	2.87	2.12	2.74	4.54	7.14	12.45	14.88	21.01	31.90
1892-93	.29	2.81	2.01	2.72	4.50	6.76	12.84	14.83	20.88	32.36
1893-94	.32	2.84	2.09	2.94	4.72	6.91	12.55	14.97	22.43	30.23
1894-95	.34	2.83	2.23	3.32	4.82	6.77	13.18	15.55	22.29	28.67
1895-96	.33	2.85	2.23	3.56	4.77	6.77	12.73	17.23	21.47	28.06
1896-97	.06	2.91	2.46	3.81	4.43	7.05	12.81	18.24	20.39	27.84

TABLE XVII.—ENROLLMENT, ATTENDANCE AND COST OF INSTRUCTION.

YEARS.	Whole No. Enrolled in Day Schools.			Average Number Belonging.	Average Daily Attendance.	Per cent of Attendance on Average Number Belonging.	Per cent of Attendance on Total Number Enrolled.	Average Number of Teachers.	Average Number of Pupils Belonging to each Teacher.	Average Cost of Tuition per Pupil on Average Number Belonging.	Average Cost of Incidentals on Average Number Belonging.	Total Average Cost per Pupil on Average Number Belonging.	Average Salary Paid each Teacher.
	Boys.	Girls.	Total.										
1857-58	5058	4711	9769	5814	5361	92	55	123	47	\$11 65	\$2 65	\$14 60	\$550 75
1858-59	5342	4769	10111	6253	5739	92	57	130	45	13 29	2 87	17 16	583 51
1859-60	5933	5409	11342	7040	6422	91	56	158	45	12 16	2 35	14 57	583 20
1860-61	6347	5819	12166	8098	7407	92	61	167	49	9 65	1 83	11 48	409 52
1861-62	2909	2878	5787	3654	3364	93	58	76	48	12 59	1 40	14 00	806 64
1862-63	4116	3989	8105	5272	4752	91	58	111	50	.....	.....	11 19	465 65
1863-64	6139	6210	12349	7715	7058	91	57	162	48	11 17	2 49	13 66	532 35
1864-65	6960	6966	13926	9090	8121	90	58	184	48	13 31	3 86	17 17	667 04
1865-66	7256	7300	14566	9593	9846	91	61	204	47	15 15	3 98	19 13	712 77
1866-67	7830	7461	15291	10754	10029	93	66	200	47	14 85	1 99	16 84	725 77
1867-68	9246	9214	18460	12281	11848	93	64	278	46	15 51	2 13	17 64	713 00
1868-69	10757	10420	21186	15282	14218	93	67	340	49	15 86	2 03	17 89	711 84
1869-70	12175	12172	24347	17670	16277	92	67	411	48	16 85	2 05	18 90	704 98
1870-71	13688	13890	27578	19844	18428	93	67	487	46	18 33	2 49	20 82	748 51
1871-72	15085	15209	30294	22010	20479	93	67	534	46	18 53	2 28	20 82	703 88
1872-73	16895	17033	33928	23002	21113	92	62	613	42	19 74	2 18	21 92	740 65
1873-74	16825	17448	34273	24731	23105	93	67	601	47	18 80	2 71	21 51	773 43
1874-75	17622	18249	35871	26183	24438	93	68	654	46	19 21	2 53	21 74	772 43
1875-76	18825	19535	38360	27501	25426	93	66	668	47	19 10	2 16	21 26	786 84
1876-77	20729	21707	42436	29774	27581	93	66	752	45	18 04	2 15	20 19	714 38
1877-78	24379	25199	49578	35710	33075	93	67	916	46	16 39	2 06	18 45	639 00
1878-79	24053	24783	48836	35860	33087	92	68	967	45	16 73	2 00	18 73	620 57
1879-80	25046	26195	51241	37150	34319	92	67	963	48	15 60	1 04	17 64	625 07
1880-81	25076	26505	51581	37887	34893	92	68	977	48	15 28	1 99	17 27	616 93
1881-82	25670	27380	53050	38056	35945	92	70	966	49	15 06	1 79	16 85	619 84
1882-83	26558	28402	54960	39469	36075	91	66	1065	47	15 52	1 92	17 44	598 61
1883-84	25670	27457	53127	39170	36007	92	68	1082	47	15 87	2 08	17 95	612 35
1884-85	26430	27561	53991	40186	37033	92	69	1086	47	16 13	2 01	18 14	623 18
1885-86	26737	27716	54453	41826	38537	92	71	1128	47	16 17	1 76	17 93	632 64
1886-87	26927	28387	55314	41816	38405	92	69	1126	46	16 62	1 85	18 47	633 70
1887-88	27684	29399	57083	43001	39537	92	71	1107	47	15 93	1 91	17 84	638 25
1888-89	27696	29451	57147	44000	40400	92	71	1107	47	15 20	1 88	17 08	630 53
1889-90	28409	29807	58216	44983	41159	91	71	1154	47	15 20	1 83	17 03	611 24
1890-91	28900	30793	59693	45770	41962	92	70	1207	47	15 22	1 87	17 09	611 01
1891-92	30263	32172	62435	48143	44011	91	70	1276	46	15 48	1 93	17 41	618 89
1892-93	31493	33676	65169	49451	46150	91	68	1322	46	15 64	1 96	17 60	625 68
1893-94	33719	35120	68839	53618	49591	92	72	1412	46	15 34	2 22	17 56	609 81
1894-95	34392	36036	70428	55272	51014	92	72	1465	44	15 60	2 39	17 99	618 93
1895-96	35840	37089	72929	57462	53044	92	72	1525	46	15 66	2 36	18 02	609 85
1896-97	36565	38358	74923	59435	54861	92	73	1568	45	16 34	2 57	18 91	600 90

COST OF INSTRUCTION.

During the last eight years, the cost of instruction per pupil has somewhat increased. The increase has been gradual, from \$17.03 annually per child in 1889-90 to \$18.91 per child in 1896-97. While the total expense of schooling per child is somewhat greater, there is, at the same time, a decrease in the average salary paid to the teachers from \$786.84, in 1875-76, to \$632.64, in 1885-86, and from \$611.24, in 1889-90, to \$609.85 in 1895-96. It will be seen from Table XVIII that the increase in the cost of schooling is to no small extent due to the advance in the cost of incidentals, free text-books, fuel, janitor hire, etc.; from \$1.83 per pupil, in 1889-90, they have grown to \$2.57 per pupil in 1896-97. This is partly owing to the system of supplying text-books free to the pupils in the four lower grades, which was introduced in 1893-94, and was followed by an increase in the incidental expenses of about 26 cents per child. The following items taken from Table XVIII will show in a general way the changes in the cost of tuition, etc., in the last twenty years:

	Average Salary per Teacher.	Cost of Tuition per Pupil.	Cost of Incidentals.	Cost of Tuition and Incidentals per Pupil.
1875-76	\$786 84	\$19 10	\$2 16	\$21 26
1880-81	619 93	15 28	1 99	17 27
1885-86	632 64	16 17	1 76	17 93
1890-91	611 01	15 22	1 87	17 09
1895-96	609 85	15 66	2 36	18 02
1896-97	600 99	15 85	2 57	18 42

EVENING SCHOOLS.

In order to give an opportunity to young men and women who are employed during the day time to acquire the elements of an education, or to complete and perfect the schooling they have had, the Public Schools open evening classes every winter, be-

ginning with the first or second Monday of October. Table XVIII shows the location of these schools during the past winter, and also the ages of the pupils attending them.

The Rules of the Board contain the following provision for the course of study of the Evening Schools:

The O'Fallon Polytechnic Institute Course shall include:—

First, an elementary course in the ordinary branches—Reading, Writing, Orthography and Business Forms—conducted in such schools as the Board shall establish from year to year, for the benefit of such of the industrial population of the city as have no opportunities of availing themselves of the day schools.

Secondly, two higher courses:—

1. A Commercial Course, including the following studies: Higher Arithmetic, Bookkeeping, English Language, and Penmanship.

2. A Mechanical Course, including Higher Arithmetic, Geometry, Natural Philosophy, and Drawing.

Such other branches of technological instruction may be taught as may be required by a sufficient number of pupils to form a class.

Pupils over twenty years of age may be admitted upon payment of \$6.50 for the term of twenty weeks, or of \$1.65 per quarter of five weeks, payable in each case in advance. In order to enter the advanced course an examination is required. When a sufficient number of applicants present themselves, classes may be formed for foreigners who desire instruction in the English language.

It is not claimed that the evening schools offer an equivalent of the corresponding work of the day-schools. Their sessions are short, lasting but five months, and comprising the time from seven to nine in the evening on Mondays, Wednesdays, and Fridays.

During the year 1896-97, there were eight such schools (six for white youths and two for colored), taught by 56 teachers, with an enrollment of 2140 pupils, 1804 of whom were boys. (See tables 19 and 20.) The ages of the students varied from 12 to 24 years; the average age seems to be a little over 15 years. (See table XVIII.)

TABLE XVIII.

AGES OF PUPILS IN THE EVENING SCHOOLS, 1896-97.

NAMES OF SCHOOLS.	12 Years Old.	13 Years Old.	14 Years Old.	15 Years Old.	16 Years Old.	17 Years Old.	18 Years Old.	19 Years Old.	20 Years Old.	21 Years Old.	22 Years Old.	23 Years Old.	24 Yrs. and Over	Total.
O'Fallon Polytechnic Institute		5	23	37	60	47	35	44	...	...	...	...	2	253
(Located in the Franklin school; higher course.)														
Carr Lane (elementary course)	19	20	44	40	46	25	15	11	...	...	...	...	...	220
Carroll	17	35	73	87	46	37	28	23	2	12	2	7	13	388
Irving	10	23	42	53	38	31	8	10	3	3	...	...	14	237
Lyon	2	30	73	54	54	28	14	14	23	...	...	...	...	291
Webster	25	71	94	85	70	57	53	37	26	...	...	...	...	518
Dumas (Colored)	30	23	17	23	12	12	12	8	...	...	...	...	...	137
L'Ouverture	2	3	9	11	14	11	21	19	...	...	...	...	6	96
Total	105	210	375	390	340	248	186	166	53	15	10	7	35	2140

All callings are represented. The following numbers show the preponderance of some of them: factory boys, 259; laborers, 165; clerks, 126; office boys, 106; store boys, 89; errand boys, 72; printers, 37; machinists, 36; cash boys, 32; apprentices, 28. A glance at these statistics shows the important function of these evening schools in offering to hard working boys and girls an education which they would otherwise be unable to obtain.

TABLE XIX.
OCCUPATIONS OF PUPILS IN THE EVENING SCHOOLS, 1896-97.

MALES.

Apprentices	28	Harnessmakers .....	..
Bakers	11	Hucksters .....	..
Barbers	6	Jewelers	7
Barkeepers	4	Laborers	165
Basketmakers	5	Machinists	36
Blacksmiths	9	Manufacturers	29
Bookbinders	6	Masons	5
Boxmakers	15	Mechanics	66
Bricklayers	16	Millers	1
Brushmakers	1	Moulders	8
Butchers	9	Newscarriers	15
Cabinetmakers	10	Office boys.....	106
Candymakers	9	Painters	25
Carpenters	27	Photographers	3
Carriagemakers	8	Plumbers	10
Cash boys.....	32	Porters	22
Cigarmakers	19	Printers	37
Clerks	126	Saddlers	1
Coppersmiths	1	Shoemakers	18
Dentists	2	Store boys.....	89
Druggists	3	Tailors	13
Engineers	4	Teamsters	31
Engravers	3	Tinners	18
Errand boys.....	72	Tobacconists	12
Factory boys.....	259	Waiters	8
Finishers	1	Whiteners	4
Foundry boys.....	25	Miscellaneous	172
German schools.....	14	No occupation.....	157
Glassworkers	6		
Grocers	15	Total.....	1804

FEMALES.

Dressmakers	17	Saleswomen	47
House girls.....	68	Seamstresses	21
Laundresses	21	Miscellaneous	120
Milliners	15		
Nurses	27	Total.....	336

Total Males.....1804
Total Females.....336
Total.....2140

TABLE XX.

BIRTHPLACE OF PUPILS IN THE EVENING SCHOOLS, 1896-97.

NAMES OF SCHOOLS.	St. Louis.	Missouri, outside of St. Louis.	New England States.	Middle States.	Southern States.	Tennessee and Arkansas.	Kentucky.	Ohio.	Michigan and Indiana.	Illinois.	Wisconsin and Minnesota.	Iowa.	Other Western States and Territories.	British America.	Great Britain.	Ireland.	German States.	Other European States.	Unknown.	Total.
O'Fallon Polytechnic Institute.....	146	28	1	16	12	3	1	3	2	13	1	2	13	5	2	3	9	10	1	253
Carr Lane.....	160	10	1	2	2	3	1	4	12	12	3	2	5	1	2	5	5	1	1	220
Carroll.....	234	18	1	2	2	2	3	3	3	16	3	2	2	1	2	74	26	14	6	388
Irving.....	180	10	1	1	1	2	1	1	7	7	1	1	2	1	2	31	31	2	1	237
Lyon.....	218	15	1	2	2	2	3	3	13	13	1	3	4	1	2	7	47	5	2	291
Webster.....	401	13	5	1	7	9	7	2	3	11	1	3	4	1	2	7	47	5	2	518
Dumas (Colored).....	64	16	1	37	9	6	3	1	2	4	2	1	1	1	1	1	1	1	1	137
L'Ouverture (Colored).....	54	16	1	14	6	3	1	1	2	2	1	1	1	1	1	1	1	1	1	96
Total.....	1457	126	12	32	71	21	18	17	8	78	6	7	27	1	9	13	192	37	8	2140

TABLE XXI.

SHOWING ATTENDANCE OF PUPILS IN THE EVENING SCHOOLS, 1896-97.

NAMES OF SCHOOLS.	Attending 60 Nights.	50-60 Nights.	40-50 Nights.	30-40 Nights.	20-30 Nights.	10-20 Nights.	Less than 10 Nights.	Total.	Average Number Belonging.	Average Nightly Attendance.	Per Cent of Attendance.	Average Number of Pupils Belonging to each Teacher.	Average Number of Teachers.
O'Fallon Polytechnic Institute.....	26	46	48	35	41	31	26	253	167	138	83	24	7
Carr Lane.....	5	47	33	46	30	35	24	220	165	136	82	23	6
Carroll.....	20	102	65	64	68	69	24	388	318	267	84	36	9
Irving.....	11	62	52	37	36	26	13	237	181	152	84	26	7
Lyon.....	4	59	35	38	33	59	63	291	150	119	80	30	5
Webster.....	63	72	82	91	89	74	47	518	360	289	81	30	12
Dumas (Colored).....	4	24	39	43	15	12	15	137	98	87	89	49	2
L'Ouverture (Colored).....	1	27	18	16	9	10	15	96	55	46	84	27	2
Total.....	130	419	357	366	349	319	200	2140	1494	1234	84	30	50

TABLE XXII.

EXPENDITURES FOR THE EVENING SCHOOLS FOR THE SCHOLASTIC YEAR
1896-97.

SCHOOLS.	Teachers' Salaries.	Janitors' Salaries.	Supplies.	Light.	Total.
O'Fallon Polytechnic.	\$1.155 00	\$90 00	\$3 25	\$106 90	\$1.355 15
Carr Lane.....	1.020 00	80 00	5 65	47 00	1.152 65
Carroll	1.425 00	100 00	2 70	72 40	1.600 10
Irving	1.155 00	90 00	3 25	75 00	1.323 25
Lyon	885 00	60 00	.....	76 00	1.021 00
Webster	1.830 00	130 00	3 82	48 00	2.011 82
Dumas	222 75	30 00	1 00	47 00	300 75
L'Ouverture	225 00	30 00	1 50	51 00	307 50
Total.....	\$7,917 75	\$610 00	\$21 17	\$523 30	\$9,072 22

TABLE XXIII.

EVENING SCHOOLS—COMPARATIVE STATISTICS.

YEARS.	No. of Schools.	No. of Teachers.	No. of Pupils Enrolled.			Average Number Belonging.	Average Number Attending.	Per cent Attendance.	Av. Number Belonging to each Teacher.	Entire Cost of Evening Schools.	Av. Cost per Pupil.	Average Age.
			Boys.	Girls.	Total.							
1859-60	5	14	777	84	861	536	460	85	39	\$2,041 00	\$3 80	18
1860-61	5	17	1,027	122	1,149	618	556	89	36	2,621 00	4 24	18
1862-63	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863-64	5	18	869	152	1,021	514	431	79	28	2,220 00	3 57	16
1864-65	6	23	1,177	204	1,471	781	683	86	34	3,610 00	4 62	15
1865-66	8	32	1,372	300	1,672	861	751	86	25	5,450 00	6 56	16
1866-67	8	30	1,364	189	1,553	887	773	87	28	5,500 00	6 20	16
1867-68	12	43	1,936	198	2,134	1,191	1,075	90	28	7,621 00	6 40	17
1868-69	12	46	2,324	204	2,528	1,402	1,259	90	30	8,713 25	6 21	17
1869-70	11	42	2,253	211	2,464	1,247	1,081	87	30	8,450 96	6 77	16
1870-71	16	63	2,908	707	3,615	2,055	1,773	86	33	11,696 95	5 69	17
1871-72	17	80	3,425	712	4,137	2,290	1,996	87	29	15,718 30	6 86	16
1872-73	17	81	3,417	554	3,971	2,016	1,711	85	25	14,413 90	7 15	16
1873-74	22	110	4,867	710	5,577	3,126	2,662	85	28	17,983 05	5 75	16
1874-75	21	115	4,999	752	5,751	3,070	2,644	86	27	19,841 07	6 46	16
1875-76	24	117	4,623	650	5,273	2,817	2,368	84	24	19,189 48	6 81	16
1876-77	24	118	4,525	715	5,240	2,844	2,421	85	24	19,688 70	6 92	16
1877-78	34	140	5,464	953	6,417	3,620	3,095	85	26	24,337 64	6 72	16
1878-79	41	146	5,378	908	6,286	3,509	2,990	85	26	25,811 99	7 35	16
1879-80	20	91	4,008	531	4,539	2,575	2,128	83	31	17,985 53	6 98	16
1880-81	11	40	2,142	242	2,384	1,333	1,049	79	33	7,763 27	5 82	17
1881-82	16	51	2,975	325	3,300	1,981	1,655	84	41	10,239 52	5 17	18
1882-83	22	70	3,541	546	4,087	2,528	2,060	81	38	13,500 75	5 45	18
1883-84	25	69	2,907	332	3,239	2,058	1,684	82	32	13,386 13	6 50	16
1884-85	28	76	3,226	443	3,669	2,303	1,908	83	30	14,620 50	6 35	16
1885-86	32	83	3,308	416	3,724	2,410	1,940	81	31	16,146 27	6 70	16
1886-87	8	40	1,470	152	1,622	1,118	949	85	31	8,813 05	7 87	16
1887-88	8	41	1,668	144	1,812	1,213	1,042	86	33	8,021 60	6 61	16
1888-89	8	45	1,952	234	2,186	1,402	1,140	82	34	8,558 50	6 10	16
1889-90	12	55	2,525	264	2,789	1,615	1,271	79	32	11,621 08	7 20	16
1890-91	18	82	3,501	418	3,919	2,385	1,886	79	33	16,688 12	7 00	16
1891-92	18	86	3,417	480	3,897	2,278	1,797	79	29	17,927 79	7 87	16
1892-93	8	56	1,760	250	2,010	1,326	1,101	83	26	8,915 88	6 70	16
1893-94	8	55	1,908	259	2,167	1,580	1,320	84	32	9,186 82	5 81	16
1894-95	8	56	1,902	318	2,220	1,450	1,194	82	29	9,057 01	6 25	16
1895-96	8	56	1,997	303	2,302	1,522	1,218	80	30	9,172 52	6 03	16
1896-97	8	56	1,804	336	2,140	1,404	1,234	84	30	9,072 22	6 07	16

NORMAL AND HIGH SCHOOLS.

The following report of the principal of the Normal and High School gives valuable information concerning an institution which is of great importance to our whole system, not only on account of educating well-trained teachers, without which no school can prosper, but also on account of the elevating influence which the High School exerts on the District Schools. It completes and perfects the educational course which the people offer to their children.

Mr. F. Louis Soldan, Superintendent of Instruction:

Sir: I have the honor of submitting the required report of the Normal and High School for the scholastic year 1896-1897.

The number of graduates of the Normal School during the past year was 74; of the High School, 204. Their names are herewith reported:

NAMES OF THE CLASS OF THE NORMAL SCHOOL
GRADUATING JANUARY 29, 1897.

Anders, Alvina W.	Hartung, Julia.
Beeson, May.	Hopkins, Kathrine E.
Boehmen, Lotta F.	Hudson, Daisy Olive.
Borgmeier, Amanda.	James, Margaret Helen.
Bradford, Haidee L.	Jewett, Nellie.
Brand, Anna Mathilda.	Johns, Jeannette F.
Calhoun, Elizabeth.	John, Sadie J.
Callahan, Mary V.	Johnson, Margaret O.
Carter, Margaret J.	Jones, Alice M.
Casey, Frances M.	Kelly, Maud Eveline.
Coleman, Antoinette.	King, Carol Morris.
Colenbrander, Catherine C.	Koelle, Laura M.
Connors, Alice M.	Lally, Agnes Cecil.
Connors, Lida M.	Lister, Maude Winter.
Cunningham, Daisy Genevieve.	Lynch, Adelaide M.
Dammer, Meta Helene K.	Mallonee, Ella.
Doellner, Bertha Ella.	Martin, Rosa Calhoun.
Fawcett, Annie M.	McCarthy, Elizabeth.
Fisse, Emma E.	McCluskey, Susie G.
Gamache, M. Blanche.	McQuiston, Lula.
Gilbert, Alfretta.	Moss, Grace E.
Griffin, Margery M.	Murphy, Alice J.

O'Flaherty, Della.
 Parker, Allie E.
 Parson, Eva Templeton.
 Pfeifer, Amalia Frances.
 Phillips, Emma Marie.
 Phillips, Margaret B.
 Platt, Nannie M.
 Price, Alice.
 Priest, Willena.
 Pusch, Johanna.
 Reynolds, Nellie B.
 Rice-Wray, Gwendoline.
 Rucker, Daisy Virginia.
 Ruhe, Bertha.
 Ryan, Ave Maria.

Ryan, Elizabeth Agnes.
 Ryan, Ella.
 Silversmith, Blanche Gertrude.
 Singer, Anna M.
 Solari, Margaret J.
 Stevenson, Elvira Estella.
 Stratton, Emma Shockley.
 Summerfield, Jennie.
 Trail, Nellie Alleyne.
 Wawerzinovsky, Frieda.
 Weber, Hattie E.
 Wesnage, Margaret Mae.
 Wesseler, Frances A.
 Will, Minnie.
 Yost, Bertha.

NAMES OF THE CLASS OF THE HIGH SCHOOL GRADUATING JANUARY 29, 1897.

Adams, Pearl.
 Arnheiter, Lillian.
 Baer, Emma.
 Bailey, Josie Briscoe.
 Barth, Amy Louise.
 Baseler, Anna.
 Boesche, Olive.
 Bowman, Matilda.
 Bradley, Mary Alice.
 Bright, Fannie Mae.
 Brooks, Constance.
 Brown, Mabel Wokcott.
 Bush, Kate Hynson.
 Clark, Monica.
 Connolly, Sadie C.
 DeVeaux, Jennie Leighton.
 Dickson, Alice.
 Duessel, Matilda Marguerite.
 Edom, Blanche Edna.
 Elder, Corinne.
 Engelmann, Lydia C.
 Erskine, Lucile Marie.
 Flickner, Martha V.
 Flint, Etta Lawrence.
 Frankenthal, Sybil.
 Freegard, Elizabeth Dann.
 Fuhlhage, Louise Hermine.

Gamewell, Isabel Cooper.
 Gould, Mabel.
 Griffin, Edna Frances.
 Harris, Elizabeth T.
 Haynes, Adelle Bartley.
 Holmes, Carrie A.
 Holmes, Maude.
 Hudson, Marion Louise.
 Jackson, Alma Elgin.
 Johnson, Maude M.
 Keys, Olive M.
 King, Lucy Graham.
 Kledus, Lenore.
 Klem, Marie Jeannette.
 Knower, Mary Abigail.
 Knox, Birdie V.
 Krebs, Lillie Regina.
 Lammert, Amy Clare.
 Larew, Lula J.
 Lecoutour, Virginia.
 Linthicum, Blanche McC.
 Mack, Augusta E.
 Mackey, Isabelle.
 Malone, Grace.
 Massengale, Sara.
 McDonald, Marguerite V.
 McElroy, Fannie Beaufort.

Merner, Blanche.
 Messmer, Magdalena.
 Meyer, Clara M.
 Mitchell, May Breckinridge.
 Mohr, Blanche L.
 Monson, Clara.
 Mueller, Ella Roetler.
 Peters, Harlet C. D.
 Pettingill, Katharyn A.
 Pickering, Lulu C.
 Reed, Kathryn Agnes.
 Riddle, Gertrude Frieda.
 Robinson, Cora B.
 Robinson, Ella Graham.
 Roettger, Ida E.

Scanlan, Margaret M.
 Schisler, Amanda Ottillia.
 Schmitz, Clara.
 Schott, Emily May.
 Scott, Mary Belle.
 Semple, Alice Stella.
 Smith, Sarah.
 Sowers, Nellie Ely.
 Sternberg, Irene Esther.
 Suppan, Anna.
 Tandy, Anna C. C.
 Watters, Laura A.
 Willcox, Fannie.
 Wright, Lottie Anna.

Brokaw, Paul.
 Finley, Lester M.
 Canmann, Harry Louis.
 Hart, James Melville.
 Lawton, Carl Stewart.
 Loewenstein, Harry M.
 Lubke, Edgar H.
 Lyon, Luther Stand'y.

Magill, Frank H.
 McCanne, W. Roy.
 Quarles, James Thomas.
 Webb, Harry V.
 Wesseler, William J.
 Wiederholdt, Ernest F.
 Wright, Hugh.

NAMES OF THE CLASS OF THE HIGH SCHOOL GRADUATING JUNE 18, 1897.

Abe, Josephine Therese.
 Albright, Nannie Ruth.
 Arnold, J. Bessie.
 Badger, Bessie Preston.
 Baier, Alma.
 Barrett, Susie Virginia.
 Becker, Amanda F.
 Bennett, Maude Warne.
 Bland, Alice Bayha.
 Brinkmeyer, Laura Mary.
 Bryan, Grace.
 Burgess, Florence.
 Cameron, Catherine Beecher.
 Chamberlin, Caroline.
 Chambers, Mabel Ruth.
 Champ, Lulu May.
 Cogswell, Willie M.
 Courte, Martha.

Culp, Bessie A.
 Cummings, Ruth Rozelle.
 Curl, Mattie Lee.
 Donnelly, Marguerite Marie.
 Dorsey, Mamie Lorretto.
 Dower, Teresa L.
 Eliel, Mabel Adelaide.
 Ferris, Mary Ellen.
 Fruchte, Maude Mercedes.
 Furey, Lady Volumnia.
 Furth, Blanche S.
 Galvin, Rose Marie.
 Gamble, Cordelia Mae.
 Gamewell, Sadie Thornton.
 Geraghty, Tessie B.
 Gilbert, Ella.
 Gillespie, Maud.
 Grimm, Hattie E.

Grove, Evelyn.	Patterson, Ethel Grace.
Hudson, Marjorie Hannah.	Pittroff, Lydia Zoekler.
Jones, Florence Bright.	Raymond, Josephine.
Judd, Nellie.	Richter, Erna Meta.
Kamp, Minnie.	Riddle, Mabel Virginia.
Keane, Genevieve Marie.	Robertson, Minnie J.
Kramer, Alice Raff.	Rohde, Cora K.
Langenberg, Clara.	Roller, Bessie Brown.
Laudlaw, Annie H.	Rosenthal, Della.
Lyon, Dora Laurina.	Schmieding, Minnie F.
Maginn, Gertrude Florence.	Schultetus, Emmy J.
Marshall, Jessie Ann.	Sessinghaus, Emilie.
McConnell, Minnie.	Simpson, Evelena.
McGrath, Tessy Bernadette.	Simpson, Mary.
McMahon, Agnes Clinton.	Smith, Helen Grace.
McNichol, May Lillian.	Sparks, Florence Ailsie.
Meissner, Amanda.	Thornton, F. Roberta.
Merrick, Marguerite R.	Thurman, Alice M.
Meyers, Josephine Anna.	Wagner, Jennie M.
Miller, Jeannette Charlotte.	Wannall, Hannah Jeannette.
Mueller, Laura Carlyn.	Warkley, Virginia Louise.
Noonan, Margaret E.	White, Maud.
Olmstead, Mabel.	Williams, Mae Sidney.
O'Shea, Anna.	Wood, Eulalie.
Outlaw, Beatrice Gilliece.	Woolf, Alice.

Bohn, William Frederick.	Hellinger, Rudolph.
Brokaw, Linn Roberts.	Jones, Le Grand.
Cummings, Frank T.	Jones, Max.
Curtis, D. Rundell.	Machacek, Charles.
Drews, Frank L.	Meier, Leslie.
Evans, Howard T.	Mook, William Hewson.
Frank, Guido G.	Nedderhof, Frederick W.
Harting, Otto Frederick.	Quinn, Ryan Gregory.
Harvey, Arthur Raymond.	Schwartz, Gerhardt Frederick.
Haydock, D. Winters.	Shields, J. Edgar.

The Washington University scholarship for the year 1896-1897 was awarded to Elizabeth Dann Freegard, of the January Class.

HIGH SCHOOL—RECORD OF GRADUATING CLASS.

1897.	No. in Class.	Per Cent Scholarship.	Per Cent Deportment.	Per Cent Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Average No. Absences.	Average No. Tardinesses.	Average Age.	Per Cent of Examination for Graduation.
January Class.	98	87	98.5	98	82	53	1.5	.51	19.	84
June Class	106	86	98.5	99	37	79	1.1	.62	18.4	83

HIGH SCHOOL—TABLE I.

CHARACTER OF ATTENDANCE IN THE HIGH SCHOOL FOR EACH YEAR. (THE ENROLLMENT SINCE 1886 INCLUDES PUPILS OF THE BRANCH HIGH SCHOOL.)

YEAR.	Enrolled.	Belonging.	Per Cent Enrolled Belonging.	Attending.	Per Cent Attendance.	No. Discharged.	Per Cent Discharged.	Per Cent Remaining.	No. not Absent.	No. not Tardy.	Per Cent Tardiness.
1859	249	198	78	191	95	136	35	65	123	96	1.4
1860	290	102	79	79	95	112	39	71	124	127	1.3
1861	316	245	73	235	95	105	33	67	76	137	1.35
1862	229	180	74	173	96	110	48	52	76	168	1.5
1863	276	232	87	225	97	72	26	74	35	45	2.9
1864	261	220	83	211	96	91	45	55	39	63	1.3
1865	273	236	86	226	96	96	35	75	39	155	1.
1866	286	231	83	222	96	96	34	66	46	191	.6
1867	281	247	90	238	96	90	31	79	58	160	.92
1868	353	304	86	289	95	80	23	77	50	212	.81
1869	375	324	86	311	96	83	24	76	82	203	.76
1870	391	327	84	314	96	112	28	72	79	237	.5
1871	404	343	85	329	96	114	28	72	96	267	.52
1872	410	338	82	328	97	137	33	67	78	264	.64
1873	355	302	85	293	97	86	24	76	72	194	.64
1874	342	296	85	291	98	51	15	85	109	208	.8
1875	396	344	85	305	97	61	15	85	98	229	.76
1876	441	344	85	336	98	56	15	85	92	318	.38
1877	441	333	79	323	97	95	21	79	86	268	.91
1878	402	323	79	316	98	85	21	79	104	264	.52
1879	422	346	84	337	97	69	16	84	93	247	.64
1880	436	345	72	336	97	121	28	72	116	300	.38
1881	454	349	71	338	97	132	29	71	94	299	.61
1882	478	368	70	357	97	143	30	70	115	304	.63
1883	408	313	75	301	97	104	25	75	70	246	.75
1884	408	324	80	316	97	61	15	85	114	232	.70
1885	442	345	78	336	98	113	26	75	122	285	.55
1886	949	771	81	752	98	232	25	76	237	611	2.5
1887	1108	900	81	872	97	256	23	77	280	728	2.5
1888	1177	956	78	922	96	263	22	78	172	826	2.8
1889	1332	1062	80	1030	97	270	20	80	228	941	2.1
1890	1482	1165	78	1120	96	339	22	78	236	1073	1.8
1891	1521	1173	78	1131	96	346	23	77	277	772	1.5
1892	1533	1273	83	1198	94	532	31	69	224	862	1.5
1893	1645	1323	80	1198	91	425	26	74	239	840	1.6
1894	1856	1537	83	1502	98	322	18	82	672	1456	.52
1895	1967	1597	81	1560	97	412	26	74	594	1524	.54
1896	2049	1654	81	1614	98	441	22	78	598	1386	.58
1897	1958	1564	80	1524	97	468	24	76	597	1286	.75

	1893.	1894.	1894.	1895.	1895.	1896.	1896.	1897.
	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.
A. Number pupils admitted from Grammar Schools by examination.....	316	242	301	272	331	282	363	273
Number pupils admitted from other than Grammar Schools by examination.....	39	8	35	10	31	10	24	14
Total.....	355	250	336	282	362	292	387	287

NUMBER ENROLLED IN THE HIGH SCHOOL FOR EACH YEAR EXCLUDING JUNIOR
YEAR FOR THE PERIOD DURING WHICH THE BRANCHES WERE INDEPENDENT
SCHOOLS.

項目	内容	備考
1. 調査の目的	本調査は、我が国の経済成長と環境保全の両立を図るため、主要産業の環境負荷を把握し、改善策を立案することを目的とする。	
2. 調査の範囲	本調査は、全国の主要産業（製造業、建設業、運輸業、サービス業）を対象とする。	
3. 調査の方法	本調査は、アンケート調査、インタビュー調査、文献調査などを行う。	
4. 調査の結果	本調査の結果、我が国の主要産業は、環境負荷を低減するために、省エネルギー、省資源、リサイクルなどの取り組みを行っている。しかし、一部の産業では、環境負荷を低減するための取り組みが不十分であることが明らかになった。	
5. 調査の結論	本調査の結果、我が国の主要産業は、環境負荷を低減するために、省エネルギー、省資源、リサイクルなどの取り組みを行っている。しかし、一部の産業では、環境負荷を低減するための取り組みが不十分であることが明らかになった。したがって、政府は、環境負荷を低減するための取り組みを推進し、我が国の経済成長と環境保全の両立を図る必要がある。	

HIGH SCHOOL—TABLE III.

AGE OF PUPILS IN PER CENT. OF TOTAL NUMBER.

A.—AGE OF PUPILS ADMITTED TO THE HIGH SCHOOL.

	School Year	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	Total.
Number of pupils	1893-94	9	38	156	203	153	46	605
Per cent. of these numbers to total number admitted	1893-94	1.4	6.1	25.8	33.5	25.7	7.5	....
Number of pupils	1894-95	8	52	128	225	140	65	618
Per cent. of these numbers to total number admitted	1894-95	1.3	8.4	21.0	36.0	22.0	10.5	....
Number of pupils	1895-96	6	60	151	230	151	56	654
Per cent. of these numbers to total number admitted	1895-96	.8	9.2	23.1	35.2	23.1	8.6	....
Number of pupils	1896-97	10	63	164	232	152	53	674
Per cent. of these numbers to total number admitted	1896-97	1.5	9.3	24.3	34.4	22.6	7.8	....

B.—AGE OF PUPILS IN THE WHOLE SCHOOL INCLUDING THOSE ADMITTED.

	School Year.	11 Years old.	12 Years old.	13 Years old.	14 Years old.	15 Years old.	16 Years old.	17 Years old.	18 Years old.	19 Years old.	20 Years and over.	Total.
Number of pupils.....	1893-94	...	10	45	216	386	431	424	112	138	94	1856
Per cent. of total number...	1893-94	...	.5	3.0	12.0	21.0	23.0	22.5	6.0	7.0	5.0	.....
Number of pupils.....	1894-95	...	8	65	176	420	461	356	226	157	98	1967
Per cent. of total number...	1894-95	...	.4	3.3	9.0	21.0	23.0	18.0	11.0	8.0	5.0	.....
Number of pupils.....	1895-96	1	8	75	218	409	447	364	245	142	140	2049
Per cent. of total number...	1895-96	.1	.4	3.6	10.6	20.0	21.8	17.7	12.0	7.0	6.8	.....
Number of pupils.....	1896-97	3	6	80	242	422	468	355	202	99	81	1958
Per cent. of total number...	1896-97	.2	.3	4.0	12.3	21.5	23.9	17.1	10.3	5.0	4.1	.....

HIGH SCHOOL—TABLE V.
(CORRESPONDING TO TABLE II, SECOND PART.)

	ATTENDED—DAYS.											Not Absent.	Not Tardy.	Tardiness.	Re-admitted.	Transferred.	Total Enrolled.
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20	Total.					
Central.																	
1850-1865	49	100	40	18	13	10	9	9	11	5	6	270	47	90	720	36	271
1866-1884	69	196	27	16	13	13	16	9	9	8	14	390	84	239	452	74	394
1885	84	226	20	13	7	27	17	7	6	6	10	423	122	285	378	19	442
1886	99	257	18	14	7	27	22	10	8	4	9	485	153	340	470	20	505
1887	104	341	33	12	10	11	10	13	6	19	10	569	173	349	713	99	597
1888	107	395	35	19	15	14	36	10	13	4	22	670	112	434	855	180	670
1889	117	444	34	17	13	32	36	9	8	11	19	740	143	498	569	172	740
1890	111	494	44	23	4	43	48	11	7	7	12	804	153	585	562	135	804
1891	111	480	33	15	12	51	51	9	14	7	20	812	161	241	595	104	812
1892	85	443	20	7	9	22	47	12	11	12	14	682	103	390	840	208	683
1893	96	514	48	34	22	49	72	15	21	11	22	904	131	410	961	184	906
Normal and High.																	
New Building.																	
1894	322	903	69	33	32	182	166	28	39	29	51	1856	672	1456	973	254	1856
1895	344	901	75	38	29	155	215	47	40	44	60	1967	594	1524	1055	292	1967
1896	363	871	73	39	30	273	235	42	25	33	59	2049	598	1386	1187	297	2049
1897	378	788	69	40	38	223	267	35	41	24	55	1958	597	1286	1464	269	1958
Polytechnic.																	
1893	21	196	53	34	25	69	171	47	4	40	42	738	100	430	338	99	873
1892	19	185	41	20	26	58	190	36	42	28	31	676	121	472	353	288	850
1891	43	193	30	21	20	83	276	36	37	42	38	828	116	531	230	174	828
1890	23	209	40	17	16	67	163	48	30	27	33	673	83	488	208	119	528
1889	28	204	22	16	11	56	155	26	19	34	18	589	83	443	159	122	735
1888	26	202	26	16	4	36	110	23	25	13	17	498	60	392	224	104	693
1887	40	188	34	18	18	57	78	12	24	12	27	508	107	377	421	151	609
1886	51	179	21	18	10	41	66	18	16	14	22	446	84	271	503	92	512
1885	54	57	26	8	10	32	50	17	10	12	15	391	99	283	495	66	465
1884	38	112	20	12	14	49	72	11	10	15	20	373	84	240	336	74	443
1883	46	133	15	10	4	49	61	17	14	16	16	372	77	319	205	138	441
1882	29	194	19	9	8	45	57	20	13	14	14	315	68	223	195	106	374
1881	31	76	12	15	12	22	26	12	2	7	25	240	31	170	153	53	278

THE CORPS OF TEACHERS.

Shortly after the beginning of the second term, Mrs. Amelia Moench was compelled by failing health to resign her position as teacher of German. During her connection with the school, which extended over a period of many years, she had endeared herself to her fellow-teachers and to her pupils by her true womanliness, her unfailing laboriousness, her genuine sympathy for others, her cheerfulness of disposition, and her efficiency. She will long be remembered by those who were associated with her, and her withdrawal from the school will be most regretted by those who knew her best.

On Sunday, June 13, at one o'clock, p. m., Mr. Wm. F. Sandford, for many years connected with the High School, first as teacher in one of the Branches, later as Principal of the Polytechnic Branch, and since the consolidation of the school in its present building, as Assistant Principal, was removed from our midst by the hand of death. His genial manner, his literary taste, his fine scholarship, his discriminating judgment, and his executive ability were recognized by all who knew him, and rendered his services most valuable to the school. His loss is deeply mourned by his fellow-workers, especially by those with whom he was longest associated, by whom he was greatly beloved.

THE DRAWING ROOMS.

Early in the year three rooms on the north side of the building, selected on account of the light, were fitted up in an effective, though simple and inexpensive way, for the use of the drawing classes. There are thirty-six desks in each room, so placed as to enable the pupils to see perfectly objects placed above or below or on the level of the eye. Adjustable easels and chairs of different heights make it possible for all to sit at a proper angle with their work. By means of screens hinged at the side and by curtains attached at the bottom and at the top

of the windows, the light falling upon the objects to be drawn can be so regulated as to prevent the multiplication of shadows.

The rooms were tastefully decorated by the teachers of drawing, and the impetus given to the work and the interest awakened in the pupils have been very marked. The appearance and arrangement of the rooms called forth the strongest expressions of admiration and approval from the delegates to the Convention of Drawing Teachers held in the High School in the month of April, and the drawing exhibit of the school received very high praise from those best qualified to judge of its merits, though it was the general feeling of the drawing teachers of the school that much more could have been done if the pupils had had the advantages of the new rooms from the beginning of the course. When the casts needed for this department are provided, it will be able to do its best work.

THE PHYSICAL LABORATORY.

The introduction of Laboratory Physics into the Scientific and Business Courses marks an advance in the direction taken when the Chemical Laboratory was opened in 1895. In the middle of the past year, a room adjacent to the Chemical Laboratory was set apart as a Physical Laboratory and was furnished with tables and the necessary apparatus for the use of classes numbering from twenty to twenty-four. The pupils of the Senior Class are required to take the course, which consists of fifty experiments illustrating mechanics, heat, magnetism, electricity, sound, and light.

Additional accommodations for this work are contemplated, and these, together with a laboratory for Biology (Botany and Physiology), already projected, will complete the equipment of the school for thorough work in the sciences.

THE NORMAL SCHOOL.

The Normal School as a separate institution ceased to exist with the graduation of the class of January, 1897, which numbered seventy-four pupils. Under the present arrangement the scholastic preparation of teachers is made in the Normal Course of the High School, which is supplemented by a year's practice in the Grammar Schools. About one hundred pupils graduate from the High Schools in this course each year.

Respectfully submitted,

WM. J. S. BRYAN,
Principal.

PUBLIC DAY SCHOOL FOR THE DEAF.

A Public School for the education of the Deaf and Dumb is located in the Jefferson School Building. It offers a thorough course of training, extending from the elementary to the High School studies, and bestows at the expense of the City the gift of a liberal education on those from whom Nature has withheld some of her most precious gifts. The following report of the teacher in charge of this important branch of the Public Schools contains interesting information in regard to the method of teaching and course of study followed:

Mr. F. Louis Soldan, Superintendent:

Dear Sir: In compliance with your request I herewith submit the report of the School for the Deaf for the scholastic year 1896-97.

During the time indicated there were thirty-six pupils under instruction—sixteen girls and twenty boys—distributed among the various grades. There was a good average attendance throughout the year, the deportment of the pupils was excellent, and the work of the three assistant teachers very satisfactory.

The text-books used in the school were selected with great care and with special reference to the needs of deaf children. The following is an outline of the curriculum:

Language: Fuller's Illustrated Primer; Lathan's First Lessons for Deaf Mutes; Sweet's First Lessons in English; Cyr's Primer and First Reader; Stickney's First and Second Readers; Hyde's Language Lessons; Southworth and Goodard's First Lessons in Language; Metcalf's Language Lessons; Harvey's Grammar; Letter Writing; Picture Writing; Action Writing; Journal Writing; Reproductions; Compositions; Gate to Caesar, and Latin Grammar.

Mathematics: Cogwell's Primary Arithmetic; White's Two Years With Numbers; Prince's Arithmetic by Grades, Grades I, II and III; Wentworth's Arithmetic, Algebra, and Geometry.

Geography: Cornell's Primary Geography; Mitchell's Primary Geography; Fry's Complete Geography; map drawing and the free use of globe and wall maps.

History: Montgomery's United States Histories; Creighton's First History of England; Myers' General History.

Science: Physiology; Butler's Physical Geography; Well's Natural Philosophy; Wood's Natural History Readers; Montith's Familiar Animals.

Calisthenics: The regular course.

Articulation and Speech-Reading: Instruction was given by a special teacher to all pupils in whom the measure of success seemed likely to justify the labor expended. Thirty-four of the pupils enrolled, divided into grades, were daily taught how to speak and read the lips. As was to be expected, the best progress was made by such pupils as had learned to articulate more or less before their hearing became impaired. The progress of the other pupils, however, was good and, in a few cases, exceptionally so.

Supplementary Reading: Teachers' books; Public Library books; school papers. Many of the larger schools for the deaf in the United States and Canada publish papers containing much selected reading matter, especially adapted to the needs of deaf children. Most of these papers were received for gratuitous distribution among the pupils. Every study in the curriculum, as well as the work in the articulation department, was made to aid the pupils in the acquisition of a good command of the English language. To teach deaf children language is the most difficult part of deaf-mute instruction.

The school seems to be growing in favor as a college preparatory school. Pupils have entered from other schools in order to prepare themselves for admission to Gallaudet College, Wash-

ington, D. C., a government institution, and the only one of its kind in the world for the higher education of the deaf. By way of illustrating some of the practical advantages it has been to the deaf I quote the following from the latest report of the college:

“Fifty-seven who have gone out from the College have been engaged in teaching; four have entered the Christian ministry; three have become editors and publishers of newspapers; three others have taken positions connected with journalism; fifteen have entered the civil service of the Government—one of these, who had risen rapidly to a high and responsible position, resigned to enter upon the practice of law in patent cases in Cincinnati and Chicago, and has been admitted to practice in the Supreme Court of the United States; one is the official botanist of a State, who has correspondents in several countries of Europe who have repeatedly purchased his collections, and he has written papers upon seed tests and related subjects which have been published and circulated by the Agricultural Department; one, while filling a position as instructor in a Western institution, has rendered important service to the Coast Survey as a microscopist, and one is engaged as an engraver in the chief office of the Survey; of three who became draughtsmen in architects’ offices, one is in successful practice as an architect on his own account, which is also true of another, who completed his preparation by a course of study in Europe; one has been repeatedly elected recorder of deeds in a southern city, and two others are recorders’ clerks in the West; one was elected and still sits as a city councilman; another has been elected city treasurer, and is at present cashier of a national bank; one has become eminent as a practical chemist and assayer; two are members of the Faculty of the College, and two others are rendering valuable service as instructors therein; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pur-

suits, in which the advantages of thorough mental training will give them a superiority over those not so well educated. Of those alluded to as having engaged in teaching, one has been the principal of a flourishing institution in Pennsylvania; one is now in his second year as principal of the Ohio Institution; has been at the head of a day-school in Cincinnati, and later, of the Colorado Institution; a third has had charge of the Oregon Institution; a fourth is at the head of a day-school in St. Louis; three others have respectively founded and are now at the head of schools in New Mexico, North Dakota, and Evansville, Indiana; and others have done pioneer work in establishing schools in Florida and in Utah."

There were ninety-five schools for the deaf in the United States in 1897, having a total enrollment of 11,424 pupils. Of this number 10,136 pupils were instructed by methods similar to those employed in this school and in the college at Washington.

Very respectfully,

JAMES H. CLOUD.

THE COLORED SCHOOLS.

The Colored Schools of the City are attended by 5,792 children, taught by 132 teachers, and instruction, attendance, and discipline in these institutions compare most favorably with the schools for white children. The spirit manifested in these schools is excellent, both as far as the teachers and children are concerned. This is all the more creditable since the districts of the colored schools are very large, and children and teachers have at times to walk great distances in order to attend.

The following report represents an important department in the education of colored children, the Sumner High School, which not only prepares ambitious youths successfully for college, but trains the colored teachers which the district schools need:

REPORT OF THE PRINCIPAL OF THE SUMNER HIGH SCHOOL.

F. Louis Soldan, Esq., Superintendent of Instruction:

Dear Sir: In compliance with the Rules of the Board of Education, I herewith submit my Annual Report of Sumner High School for the scholastic year ending June, 1897.

In addition to the tables hereto annexed, giving the various items relating to enrollment, attendance, and scholarship, I may be permitted to add that Sumner High School still continues to show a steady and healthy growth. This growth is indicated, not only by the increased numbers, but also by the increased interest on the part of pupils and parents. A spirit of generous emulation seems to pervade the school, while a studious application to duty is everywhere manifest.

HIGH SCHOOL—TABLE IV.
(SUPPLEMENT TO TABLE IV, SECOND PART.)

Occupation of Parents.		Central.												Normal and High.	
		1865-66	1866-67	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878
Agents	17.8	26	15	23	22	46	37	40	35	23	49	36	57	48	68
Artists	2.4	1.2	1	1	2	1	1	2	1	1	1	1	1	1	1
Barkeepers	1.8	1.8	1	1	4	5	3	5	2	1	3	13	1	1	1
Boarding-house keepers.	7.6	2.4	3	2	4	5	3	5	2	1	3	13	1	1	1
Boatmen	7.6	6.5	6	4	2	7	8	11	4	10	7	13	5	3	3
Buchers	7.6	2	3	4	3	4	4	5	2	6	7	6	5	2	2
Clerks	11.3	19.1	44	59	40	76	90	106	95	102	97	133	102	134	134
Confessioners	3.3	1.5	3	3	1	2	2	2	1	1	3	4	3	3	3
Daymen	8.8	9.2	6	10	6	3	3	6	7	10	10	10	9	11	9
Farmers	13.4	4.2	8	7	13	54	15	41	12	10	25	14	18	21	15
Laundresses	1.4	5	26	24	24	38	27	32	25	39	23	52	18	37	36
Manufacturers	15.1	19.3	18	23	66	66	77	83	115	84	62	128	75	81	80
Mechanics	24.6	14.5	63	76	114	121	131	124	128	143	134	156	148	165	161
Neuchants	63.3	83.5	78	94	103	118	124	131	124	128	143	156	148	165	161
Professions	21.7	56	64	49	56	73	47	77	74	70	75	83	69	70	85
Public Officers	16.3	14.9	24	29	17	22	32	44	25	32	35	30	39	29	24
Seamstresses	4.3	3.3	4	2	2	11	5	5	4	2	4	8	5	4	5
Unclassified	56.7	70.8	15	97	121	114	153	119	136	232	154	153	145	269	179
Total	231.6	361.6	370.465	437.512	508.596	668.609	639.683	687.795	693.828	683.850	772.873	850.732	850.732	850.732	850.732
Received by Transfer	32.2	72	68	89	102	101	117	117	117	119	119	170	170	170	170
Total	231.6	383.8	442.405	505.512	597.599	670.609	740.633	804.795	812.928	853.850	906.973	950.973	950.973	950.973	950.973
Total Number in High School Course for each year	231	383	907	1017	1196	1279	1433	1599	1640	1703	1779	1856	1907	1907	1907
Annual Increase.								166	41	63	76	77	111	82	...

SUMNER HIGH SCHOOL.

RECORD OF NORMAL GRADUATING CLASS.

1897.	No. in Class.	Per Cent of Scholarship.	Per Cent of Department.	No. Perfect in Department.	Average No. Tardy.	Average Age.	Per Cent of Examination for Graduation.
	19	83	96	17	3	20	82.4

SUMNER HIGH SCHOOL.

RECORD OF HIGH SCHOOL GRADUATING CLASS.

1897.	No. in Class.	Per Cent of Scholarship.	Per Cent of Department.	No. Perfect in Department.	Average No. Tardy.	Average Age.	Per Cent of Examination for Graduation.
	17	72.1	97	14	6	19	82

SUMNER HIGH SCHOOL—TABLE I.

SHOWING CHARACTER OF ATTENDANCE SINCE 1885.

	Enrolled.	Belonging.	Per Cent Enrolled Belonging.	Attendance.	Per Cent of Attendance.	No. Discharged.	Per Cent Discharged	Per Cent Remaining	No. not Absent.	No. not Tardy.	Per Cent of Tardiness.
1885	20	19	75	18	94	12	60	40	11	15	5
1886	43	37	86	33	90	15	34	66	20	30	2
1887	74	62	83	56	90	16	21	79	41	60	1
1888	82	68	83	63	93	25	30	70	46	70	1
1889	98	73	74	68	93	30	30	70	56	76	2
1890	101	81	80	74	91	25	25	75	79	82	2
1891	146	126	86	118	94	26	17	83	112	112	2
1892	196	171	87	160	94	39	19	81	140	140	2
1893	210	185	88	170	92	40	33	67	151	142	2
1894	212	195	92	175	90	41	20	80	20	90	2
1895	210	195	93	186	95	23	23	77	26	92	2
1896	247	213	86	205	91.5	42	9	91	20	31	2
1897	268	232	86	218	95	36	13	87	112	89	2

SUMNER HIGH SCHOOL—TABLE II.

SHOWING ENROLLMENT DURING PAST THIRTEEN YEARS.

	Junior Year.		Second Year.		Third Year.		Senior Year.		Normal Class.		Course.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1885	2	5	2	4	2	2	1	1	.....	.....	8	12	20
1886	5	10	3	7	2	4	1	2	.....	.....	11	22	43
1887	12	32	4	8	2	6	4	4	.....	.....	23	51	74
1888	11	23	6	9	4	12	4	5	.....	.....	25	59	84
1889	9	24	7	17	6	19	3	14	.....	.....	25	74	99
1890	11	23	7	17	6	18	1	16	.....	14	25	89	114
1891	16	46	5	13	6	15	5	16	.....	14	32	114	146
1892	28	86	6	15	6	24	2	15	.....	14	42	154	196
1893	28	52	12	34	2	26	10	28	.....	20	50	160	210
1894	18	50	15	40	10	40	15	2	.....	22	45	167	212
1895	21	54	12	30	7	28	8	36	.....	21	43	167	210
1896	20	72	10	40	6	35	4	19	.....	41	40	207	247
1897	27	51	17	65	9	30	5	28	.....	36	58	210	268

SUMNER HIGH SCHOOL—TABLE III.

AGE OF PUPILS IN PER CENT OF TOTAL NUMBER.

AGE.	1885.		1886.		1887.		1888.		1889.		1890.		1891.		1892.		1893.		1894.		1895.		1896.		1897.	
	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.	Number Pupils.	Per Cent of all Pupils.
12 Years	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Years	1	5.	3	6.9	2	2.7	2	2.4	4	4.	3	2.6	4	2.7	3	1.5	4	1.9	8	3.7	.....	.....	.....	.....	.....	.....
14 Years	3	66.6	6	13.9	10	13.5	13	15.4	12	12.	19	16.6	29	19.1	5	2.6	6	2.8	20	9.4	5	2.4	2	.8	14	5.2
15 Years	4	20.	9	20.8	20	27.	23	27.3	33	33.3	33	28.8	40	27.3	38	19.3	42	20.	30	14.1	30	14.2	60	24.2	22	8.2
16 Years	12	8.3	25	57.1	42	56.1	46	54.7	50	50.5	59	51.7	73	50.	150	76.5	158	75.2	154	72.6	175	88.3	185	74.9	232	96.
Total	20	.....	43	.....	74	.....	84	.....	99	.....	114	.....	146	.....	196	.....	210	.....	212	.....	210	.....	247	.....	298	.....

SUMNER HIGH SCHOOL—TABLE IV.

OCCUPATION OF PARENTS.

Agriculture.....	6
Electric Service.....	0
Manufacturing and Mechanical Pursuits.....	21
(a) Proprietors, 6.	
(b) Employees, 15.	
Mercantile Business and Trading.....	5
(a) Proprietors, 5.	
(b) Employees, —	
Personal Service.....	161
Professional Service.....	15
Public Employment.....	6
Transportation.....	14
Unskilled Labor.....	34
Unclassified.....	6
Total.....	268

SUMNER HIGH SCHOOL—TABLE V.

ATTENDED DAYS.

	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.	Total.	Not Absent.	Not Tardy.	Tardiness.	Re-admitted.	Transferred.	Total Enrolled.
1885	2	6	8	2	1	...	...	...	...	...	...	19	2	15	80	1	...	20
1886	4	14	14	4	3	...	...	...	...	...	...	37	5	30	163	4	...	43
1887	4	12	24	14	4	3	1	...	...	...	...	62	6	60	131	8	...	74
1888	5	13	24	24	2	...	...	...	...	...	...	68	7	70	185	10	...	84
1889	3	16	36	16	15	4	6	2	2	1	...	73	9	76	192	12	...	99
1890	4	16	21	17	14	4	8	1	2	...	...	81	7	82	181	14	...	114
1891	6	27	44	19	19	4	3	2	2	...	...	126	8	112	292	16	...	146
1892	18	26	54	40	10	10	4	3	4	4	...	171	9	140	274	14	...	196
1893	30	40	50	42	20	10	5	2	2	1	...	202	32	150	280	20	...	210
1894	20	50	60	46	20	10	4	2	...	...	...	212	20	90	238	21	...	212
1895	23	115	13	12	3	7	8	2	5	6	9	203	26	92	240	22	...	210
1896	15	50	83	60	18	15	3	2	...	...	...	246	20	31	358	21	...	247
1897	112	46	9	15	9	31	8	9	11	11	4	265	112	89	171	35	...	268

MANUAL TRAINING FOR COLORED CHILDREN.

In one of the colored District Schools, the L'Ouverture School, the elements of a course in Manual Training have been maintained by the Board of Education for years. Shops for work in wood and metal are maintained, and special attention is paid to drawing in connection therewith. The following report of the principal of the school discusses some of the important principles of manual training:

MANUAL TRAINING REPORT OF L'OUVERTURE SCHOOL FOR THE YEAR ENDING 1897.

F. Louis Soldan, Esq., Superintendent of Public Instruction:

Dear Sir: I have the honor to herewith submit my annual report of Manual Training in the L'Ouverture School.

Probably the most terse and complete exposition of the aims and ends sought in manual training is found in the paper contributed to the International Congress of Education by Count Kovalevsky. This distinguished educator declares that manual training, first, must be taught in a thoroughly systematic manner; second, that it should awaken the interest of the children for physical exercise; third, must give certain practical results; fourth, should develop some amount of dexterity of the hands; fifth, should accustom the children to order, punctuality, and cleanliness; sixth, should correspond to the physical and intellectual powers of the children; seventh, should develop the aesthetic feeling; eighth, should serve as a recreation for children when they are tired in intellectual work.

A short discussion of the application of these principles to our own work might not here be deemed inappropriate.

Passing rapidly over the application of the system and the manifold expression of its detail, which on account of lack of space, we may not insert here, we come to the second principle of the Russian educator. Physical exercise gives us but little concern inasmuch as we deem that our pupils are fully provided with the necessary quota before entering the shop.

The third is rather ambiguous in its enunciation; we make no effort to give practical results along the line of exposition of remarkable constructive power; we tend rather to the demonstration of the boy's ability to design and execute some simple bit of work which will be well done and when finished will represent entirely the boy's own individual ability.

As to the fourth we aim largely to stimulate the power to handle the tool with deftness coupled with the least loss of effort.

Concerning the fifth, we find the inculcation of good habits mutually beneficial to both subjective and objective phases. The boy who keeps his books in disorder in his desk in the assembly room, habitually keeps his tools in the same disorder in the bench drawer; and we find that where special stress is laid upon accuracy of measurement and execution in the shop, that the pupil's examination papers show a corresponding attention to accuracy, form and neatness.

Concerning the sixth, much more might be said than we have space to report here; suffice it to say, however, that we have found the general age at which we consider it best to admit boys to the shop, to be twelve years. This rule with us is not inflexible as we have admitted many clever little fellows at eleven who far outstripped classmates two years their senior.

We make some effort to know the home condition and temperament of our boys.

In the seventh, we strive strongly to develop love of the beautiful, and pupils are encouraged to beautify their work where the charm of simplicity would not be lost.

We believe also that education for marketable value is a most narrow view of human existence. Everything with us tends to the harmonious expansion and development of the aesthetic, side by side with the practical.

Eighth, our work is entirely voluntary and the boys readily attend the shop both as a recreative and pleasurable exercise. They seem to have an abundance of energy and activity to expend in the pursuit of an insatiable curiosity. They take the keenest pride in the execution of their work and emulation gives a decided stimulus at all times.

I shall not take up the hackneyed discussion of the material advantage accruing from manual training. The successful educator has long since recognized manual training as a necessary part of the public school education. With us it is an adjunct as necessary to our work and its harmonious development as the artillery arm of the War Department; whether it be given the place of an "Annex" or incorporated correlatively in the school curriculum, it is necessary, and I have seen some schools in which the "Annex" is the greater part of the whole exposition.

THEORY.

Much attention has been paid this year to the theoretical side. Frequent oral tests have supplemented the regular written examinations and have added spice to the monotonous drag of uninteresting subjects. In these oral tests we have sought to bring out the pupils' idea of the salient features of special instruction; one for instance, strips of cardboard, 6 in. by 3 in., with scissors were given to the boys. They were required to reproduce from memory the teeth of cross-cut and rip-saws, correct to scale, in number, to the inch, representing beveled edges by penciled lines.

DRAWING.

The appointment of Mr. Frank Roberson as instructor in drawing has given perfect satisfaction.

INDUSTRIAL WORK.

In the Industrial Building work has been prosecuted with the usual amount of success, although we have been seriously hampered by the loss of Mr. Dent of the shoe-making department, who resigned to accept a more lucrative position in the South. The work in the shoe-making department has been entirely carried on under the personal supervision of one of the older boys, as foreman. Instruction in the minor detail has been thorough and complete. We have not dared to essay as much exhibit work as last year because of before mentioned reasons. The record of the school shows an increased per cent. of attendance, due almost entirely to the efforts of the Cobbler Class. Repairing was done so cheaply and quickly that the children who had shoes to be mended practically lost no time from lessons. The average cost per pair for mending was about fifteen cents. This department is entirely self-supporting, and beyond the first outlay for tools and leather has cost the Board practically nothing.

Outside of the direct benefit to the school, by prevention of non-attendance from lack of foot-wear, the boys themselves are getting any amount of practical experience in the use of tools, and earning their own living. One of the boys last year did quite a snug little business, easily earning money for his own board by setting up a cobbler's shop in an old unused stable in the rear of his house, and soliciting work from friends and neighbors. The patron who reported the matter to me assured me that not only was the work well done, but received prompt attention. There certainly is a future ahead for a boy of this type.

In our printing class, we have added to the stock of type and material, and there is much interest manifested in the work, particularly by those educators who believe supplementary reading is the key to successful language work. Through the aid of the printing press we are enabled to give to our children

fresh reading matter nearly every day. Gems of literature, fairy stories, legends, myths, science-reading, all pour from the inexhaustible word-wealth of the world through the wonderful treasure-cavern of the printing room, and its faithful genii, the composing staff. Is it any wonder then that the little folks of the primary grade should insist upon attending school every day, and a breakfast-table war-cloud appear on the horizon when a suggestion is made as to the advisability of remaining at home, when the rain clouds gather?

The appended statistics may be found of value.

STUDY.	Boys.	Girls.	Average Age.	Hrs. per Week.		Dropped from Class.		
				First Year.	Second Year.	Poor Attendance.	Careless or Indifferent.	Other Causes.
Drawing	28	...	13	2	2	...	...	...
Carpentry	28	...	13	5	5	...	...	...
Carving-Turning	15	...	13	5	...	...	...	...
Ironwork .....	...	...	...	...	...	...	...	...
Printing	2	16	14	5	5	1	2	...
Shoe-making	8	...	14	5	5	3	1	...

{ All studies elective.
 { All taken at noon-hour or after dismissal of grammar department in the afternoon.

In closing I desire to thank you for many valuable hints and much kindly assistance, so gracefully rendered as to make us doubly debtors.

Thanks are also due to our faithful teachers.

Respectfully submitted,

O. M. Wood,

Principal of L'Ouverture School.

MORAL INFLUENCES OF SCHOOL EDUCATION.

In the report of the preceding year, certain conditions of intellectual education were discussed, and, in particular, the relation existing between *intelligence*, *will* and *activity* as factors in education were pointed out. It seems proper to devote a few pages to an inquiry into the important topic of the influence which a well-conducted school may exert on the pupil's moral nature.

Morality and intelligence are closely connected. This does not mean that an intelligent man is always moral, nor that a person, in order to be moral, must have attained a high degree of intelligence. Still, there can be no morality without the gift of intelligence. The animal, because it is devoid of personality and reason, is morally irresponsible. The infant, not arrived at the age of reason, is incapable of moral or immoral action. The insane person, through his loss of reason, is placed beyond the sphere of morality. Sin cannot have a beginning in the world until man has eaten of the fruit of the tree of knowledge.

While the connection between intelligence and morality is evident, still the education of the head does not run in an exactly parallel line with the training of the heart, and the question whether the advance of knowledge has been accompanied by a corresponding degree of moral progress has been discussed frequently, and is not likely to be closed. Rousseau asserted in his famous D'Ilon prize-essay that the progress in science and art contributed nothing to the purification of morals.

With every intellectual conception of right, there is inseparably connected the idea of the undeniable

DUTY OF DOING WHAT IS KNOWN TO BE RIGHT.

The living connection between knowing what is right and willing it, between moral intelligence and moral intention is obvious. The absolute and last bases in intelligence which

morality must necessarily have, is the distinction between right and wrong, and the conception of right doing as an imperative duty, and hence, as a constant intention of the soul. An action in order to be moral must flow from a moral intention. Dr. Johnson said: "The morality of an action depends upon the motive from which we act. If I fling half a crown to a beggar with intention to break his head, and he picks it up and buys victuals with it, the physical effect is good, but with respect to me, the action is very wrong."

Notwithstanding this intimate connection between intelligence and morality, there is a bridge between the knowledge and intention, on one side, and action, on the other, which must be passed to constitute a moral deed. The moral frailty of human life consists not so much in not knowing what is right, nor in the lack of a genial and very general intention to do the right thing, but in failing to join the action to the intention. To know what is right is evidently not morality, nor is, strictly speaking, doing merely what is right morality, because when such deed is involuntary and has nothing to do with the will of the person, it is deprived of its moral element. Moral action combines knowledge of the right, the intention to act in accordance with such knowledge, and the deed itself. Connected with intelligence on one side, morality is connected with action on the other. There can be no morality if the thought remains a matter of contemplation. Good intentions are important as the beginning of morality, but if they find no fruition in action they may be the cheap pride of a soul that is on the road to perdition. In active life alone can moral virtues arise.

Nor has every kind of activity the moral element in it. This element does not so much appear when man is dealing with things, but rather in his dealings with other human beings. One of the earliest views of the nature of virtue is Aristotle's, who defined it as "a proficiency in willing what is in conformity

to reason." He believed that virtue might be developed from potentiality to actuality, through constant practical action alone. Morality is inseparably connected with action. Aristotle has this connection of virtue and moral habit in mind when he says that the word ethics, which denotes the principles of moral virtues, is probably derived from a similar word meaning custom, since it is only by repeated acts that a moral habit can be acquired. In Aristotle's definition there is already contained the appreciation of the value of habits of life that tend in the direction of virtue. The educational transition from unreasoning habit to conscious moral action in human life may be made through the early compulsory practice of a virtue commanded by external force. The early habit, originally acquired through the compulsion of parent and educator, may, in the end, become the cherished and revered object of the free individual will. There is profound wisdom in the saying of Hamlet:

"Assume a virtue, if you have it not.

That monster, custom, who all sense doth eat—

Of habits evil,—is angel yet in this,—

That to the use of actions fair and good

He likewise gives a frock or livery,

That aptly is put on. Refrain to-night;

And that shall lend a kind of easiness

To the next abstinence; the next more easy;

For use can almost change the stamp of nature,

And master thus the devil, or throw him out

With wondrous potency."

While morality assumes three directions, towards self, towards others, and towards God, its origin as a factor in human life seems to be more intimately connected with the rise of human society. It is only when man has intimate intercourse with others that the moral sentiment will be developed. As long as man lived in a savage condition, morality can hardly be said to have existed, because the hand of the savage is raised against every other not in his immediate family or tribal connection.

MORALITY BEGINS WITH THE BEGINNING OF INSTITUTIONAL LIFE.

With the advent of tribal organization among the uncivilized nations, their first code of ethics must have had a beginning.

Not only is institutional life the condition of the beginning of morality, but family, state, society, and church continue to promote its development. Even the ancients recognized the fact that the State is, in itself, a moral agency, and the middle ages, in their wisest representatives reiterated the same conclusion. In Plato's ethical doctrines general happiness was shown to flow only from the general good. The ethical aim with him was to strive towards resemblance to God, in whom moral intelligence, moral will, and moral action were identical. The divine will, therefore, which the individual should study, Plato found inscribed in the State as well as in the human conscience; he held that in the institutions of the State, the moral law was written in larger letters than in the individual mind. Dante, too, connected private and public morality with institutional life. The fearful depravity of society during his age he attributed directly to the degeneracy of civil and political government, and expected a revival of public morality from regeneration of institutional life.

All moral discipline naturally takes the two directions of repression and of stimulation. There is a third and higher element, that of a self-poised rational and moral will identifying itself with the moral law. To moral action and self-denial, it adds the insight that in these two is found the eternal law of God and the universal will of the individual soul. Moral action precedes, full moral insight must follow. Repression and stimulation, the spiritual "Thou shalt not," and "Thou shalt," form the everlasting phases of moral reflection. In the school room the "don't" and the "do" alternate. Dante, in speaking of the moral influence of institutional life, illustrates restraint and

stimulation in the poetic image of bridle and spur. Coleridge speaks of Christian ethics and their definition in a similar way. "What the duties of morality are, the apostle instructs the believer in full, comprising them under the two heads of negative and positive; negative, to keep himself pure from the world; and positive, beneficence from loving kindness, that is, love of his fellow men (his kind) as himself. Last and highest come the spiritual, comprising all the truths, acts and duties that have an especial reference to the timeless, the permanent, the eternal, to the sincere love of the true as truth, of the good as good, and of God as both in one."

While, in the consideration of the principles of morality, we found it based on the presupposition of intelligence, this process seems reversed in the moral training of the child. All moral instruction appealing to intelligence in school is preceded by fixed moral habits and years of practice in moral action in the family. It is in fact the latest step in moral training in which the individual is led to conceive that what was first done by habit and custom, perhaps enforced by discipline, is an inviolable moral law to which absolute obedience is a duty. As a third step in the growth of moral consciousness, the human being discovers that the moral law coming from without is reflected and echoed by his own soul and conscience within. He finds that his best self, his strongest and most persistent will, tends, unbidden, in the same direction as the eternal commandment. His will has become identical with the divine will. When man in acting the moral commandment acts his own individual will, he has attained freedom.

This is the thought in Tennyson's line, "Our thoughts are ours to make them Thine." This seems to be the meaning of Aristotle's peculiar doctrine of the dianoetic or intellectual virtues, which he explains as being science, art and reason, while he calls justice and the ordinary moral habits of civic life the ethical virtues. To rise above the mere practice of virtues,

and find in moral action the divine commandment, as well as the impulse of our best reason, is the highest spiritual phase of ethics.

If we turn, for a moment, towards the steps by which the moral movement may be carried on as a process of self-education, we find that it implies the subjugation of the natural self in the purposes of civilized life, and of rational aims. The subordination to the divine will is not simply an abstract or theological thought, but it means the practical moral task of subordinating the individual to the general law in the human world, which finds its strongest expression perhaps in institutional life. It is more, however, than mere subordination, for this has an element of passivity in it, which is contrary to the characteristic of morality as a form of activity. Besides the duty of subordination to the general law, there is the other moral duty, of at least equal value, of giving real existence externally to the promptings of the moral self within. Identification of the human will with the divine implies that the former should be actively engaged in creative, practical work and enlist its energies persistently in the service of the true, the beautiful and the good, so that they may be realized in the life of man and his institutions.

The preceding exposition has attempted to show that morality is closely connected with action, as well as with will and intelligence. It has laid stress on the dependence of morality on institutional life. We shall need these premises in discussing the question as to the means school-education has at its command in inculcating morality.

SCHOOL MAY EXERT A MORAL INFLUENCE THROUGH ITS GOVERNMENT.

It is an organization in which many join hands in a common purpose, and unite their efforts in common activity. A well-organized school is a commonwealth and has an institutional life which makes it resemble (on a small scale, yet

large enough for the child) the great institutions of society and State. In view of the frequently expressed opinion that the school in order to have any moral influence whatever, must embody some formal lessons in morality in its curriculum, it will be well to dwell for a moment on the moral influence which the school exerts by its organization, aside from the influence of direct intellectual or moral lessons. With the beginning of school instruction, two new elements are introduced into the child's life; a new purpose and a new social relation. Until then his principal duty had been to behave himself. His life was largely self-centered. Now he is taught to subordinate his self to some externally imposed duty. He is expected to show devotion to the task of learning. It is a characteristic of the period of school education that the child must learn to forego his childish inclinations and give self to the first steady, serious work of life. "Self" no longer thrones supreme in the child-soul; he learns the first lesson of subordination to the purposes of life.

The home life of the child, which precedes the school, is based on the ethical elements of natural affection and love. Love and obedience form the circle of family life. The parent's will is the child's law. When the child enters the school, his individuality is brought into contact with his equals. The conditions which originally caused the rise of morality in the history of the race are here reproduced, for, in a measure, the child in going to school becomes a factor in a kind of communal life. To his own will there are opposed the limits of other wills, and he has to respect the rights of their individuality. Subjective inclination can no longer rule his actions; he meets an objective law to which the government and discipline of the school enforce obedience. He gets the first invaluable experience of the power and influence of public opinion. He learns gradually to adjust himself to standards of deportment, and to comply with rules of action, which are the same for all. He learns to make his conduct conform to a universal law; this training,

imparted in many ways in every school, enforces the principles which lie at the very root of all moral action in general.

The pupil's relation to his teacher is surrounded by moral influences. In the eyes of the child the teacher is the objective embodiment of the general law to which he is bound to yield obedience. Nor is this simply a fictitious relation. In the public school teacher, appointed by the representatives of the people, paid by the whole community, the authority of the State is represented as a matter of fact, and the child feels instinctively that in the order and discipline of the school there is a reflection of the will of the community. The full moral effect of the school, as representing the child's first contact with institutional life, is best attained when the teacher, in directing, governing and disciplining his pupils subdues the merely personal element of caprice in himself, and bases the rules of conduct for the individual child on the obligation of the latter to respect the rights of others. Even the petty school room offenses, such as talking, disorder, can, as a rule, be shown to be infringements of the rights of the other children, who have a claim to the whole time of the teacher and the full benefits of the school. Respect for the rights of the school community, and subordination of individual caprice to the needs of the common task, are the fundamental ideas that should underlie the discipline of a room.

School government, however, carries the moral training of the child beyond this first stage. At the beginning, the absolute force of the universal law is represented through the public opinion of the school-community and the authority of the teacher. As the child's intelligence and his power of reasoning develop, he sees in the rules of conduct, in the order that has been imposed by the teacher's authority, the necessary conditions for the progress which he desires to make in his lessons. When advancement in the studies has become the child's delight and his serious purpose and intention and pleasure, the rules of order that were first imposed on him externally become

the agents of his own wish. He identifies his individual will with the general law of the school, and this mental attitude when once attained, marks an important epoch in moral training. There is a subjugation of the natural self, of the desire to play, and of caprice, involved in the devotion to any task imposed by the school. There is constant self-abnegation, the substitution of superior aims and duties for individual caprice. While in this respect the school does not differ from any other community organized for the purpose of joint work, it certainly is the earliest opportunity which the child has for this important kind of moral training.

The incidental virtues of school work, the habits of application and of industry, rank high in the agencies that shape life. As idleness is the mother of vice, so industry is one of the elements of right living. For this reason, school government, in enforcing habits of industry, not merely looks towards the accomplishment of the tasks of the day, but by degrees it builds character and moral personality. If the school could give no more to the child than this fixed habit of steady application to work and duty, this alone would constitute it a moral agency of much importance.

The school exerts a moral influence through the resemblance which its little community and organization bears to the great spiritual institutions of man. There is, however, a more direct influence. Life, in the school itself, with its many phases, presents opportunity for other incidental yet important kinds of moral training. In antithesis to the old Roman saying, that we should educate our children not for school, but for life, some modern teachers have replied that school does not educate for life, but is life. This modern idea, striking as it is, seems only partly true. School is life, but school is not the whole of life. It is not even all of the child's life. It is but a small part of life compared with the larger life which the child is leading at home, and will lead, after leaving school, in the social and civic

world. Yet school education as far as it goes, is life, and should foster every virtue for whose display there is any opportunity. Love of truth, honesty in opinion, statement and action, mutual trust, sympathy, good will, unselfishness, are moral elements for whose practice every day, every hour of school education give opportunity. The obligation for teacher and pupil to teach and study these lessons is undeniable. Moral lessons, like many others, can be taught much better objectively and by example, than through precept. No greater gift can a kind providence bestow on a young being than to place him in a school room where some good, strong man or woman, honest, candid, yet sympathetic, presides over and animates the little community. The teacher's individuality creates the spirit of the school, and the latter is chief among the agencies of moral education.

The recognition of the grave moral responsibility of his position, of the value of his example in school management, makes strong demands on every conscientious teacher to cultivate a healthy tone in his school, through his own self-control and good aspirations. Whatever quiet and unobtrusive, but steady moral self-improvement the teacher is capable of, will tell on the moral condition of his room. Of all the agencies of ethical education there is none as potent as the moral atmosphere of the school room which the strong manhood or womanhood of the teacher can create. For five hours every day, year after year, the child lives in the environment which the teacher creates. As far as the school is life, it should be true, sympathetic, cheerful and active life. There should be a strong moral undercurrent, finding expression not so much in words as in every day practice.

The principle mentioned before, that each child must respect the rights of the community, should be discernible in the teacher's ruling, blame or punishment, and in the whole administration of discipline; the element of personal authority or caprice should be kept in the background. Not only respect for

others, but love and good-will, are duties which should be actively practiced whenever there is an opportunity. This is the sum of all commandments, and the sum of all moral teaching through school life.

The negative side of moral training may be considered for a moment. Wrong makes its appearance in the school room as well as elsewhere. The firm repression of evil tendency without anger, but also without undue temporizing, is as necessary a function of school government as love and sympathy. Certain systems of schools have at times been denounced for tendencies alleged to be morally weakening, because these cities have abandoned corporal punishment. The inference therein implied seems by no means conclusive. Corporal punishment, instead of appealing to intelligence, appeals to fear of pain, and belongs to the very lowest class of educational influences. It may be necessary to subdue brutal nature by blows. It may, at times, be a short cut to reach the obstinate perversity of spoiled children. In some cases it may be the kind of influence to which children have been accustomed by home training. But, on the other hand, we are told by experts that even in the animal world, the highest results of training are not brought about by beating, but by dispassionate insistence and wise management.

In the repression of the evil tendencies that show themselves in the school room, there should be a thoughtful estimate of the degree and the kind of wrong calling for treatment. Common school-room offenses which love of mischief, stunted opportunity for muscular activity, and other similar causes, bring about, should be treated as breaches of order and propriety, and not as moral obliquities. Lying, deceit, fraud, and similar offenses, however, require an entirely different method, and the impression should be left on the mind of the child that these offenses are causes of shame and sorrow to both pupil and teacher. Not infrequently these sins are the consequences of conditions which

the teacher might have forestalled, of temptations and environments which he might have removed.

Through the regular routine of school life, and the observance of the incidental virtues which form part of every kind of life, moral habits are engendered. As life grows, character gradually assimilates these enforced habits, and makes them part of the young **personality**.

It has been shown in the preceding pages that a moral training is implied in the formalism of school government, in silence, regularity, etc., and that it is further imparted through the influence which the school has as an organized institution, through the training of the faculties involved in the act of learning, such as industry, application, etc., and through the life-habits, which many years of life in the environments of a healthy school room cannot fail to inculcate. In connection with the latter topic, it was stated that school life is but a fraction of life at large. It is self-evident that if school influence affected nothing but school conduct, it would be narrow indeed; it must be made to extend to the child's life beyond the walls of the school room, and to his future condition as an adult and a citizen.

The formal value of instruction as a means of moral training has been noticed. It leads the child to recognize the necessity of order and law in the school community in which he lives, and through his awakened interest in school work, that which at the beginning was but an external command of order becomes his own will. The general law and his individual desire become identified. In all the cases discussed so far, the moral influence of school education is incidental rather than direct, and the question now arises,

CAN MORAL INSTRUCTION BE IMPARTED BY DIRECT TEACHING?

This question has been the subject of discussion for thousands of years. In antiquity the wisest thinkers held that

view. Socrates believed that virtue could be communicated through teaching, and in this, he agreed with the Sophists, only that he charged them rightly with ignoring the fact that the aim of ethical teaching is not merely success in the conduct of life. Christian religion recognizes everywhere that it is possible to influence the heart through the mind. The Divine Teacher, with whom the Christian era begins, sent His apostles to teach the world the new gospel of the Christian virtues. All these illustrations show the close connection existing between intelligence and morality, and prove that the latter may be influenced through the former. While to know what is right is not identical with doing what is right, there can, on the other hand, be no doing right or wrong, without knowing right or wrong. It is by no means assumed that school instruction is the only, or even the principal factor in the child's moral training. To the child's environment at home, the first place should be assigned. Church and the Sunday School are most potent agencies of moral teaching. It is evident however, that there is a large number of children whom Sunday School instruction does not reach, and who, perhaps, have never heard at home the word duty in connection with any of their actions. It seems, therefore, advisable, and it is certainly possible, to provide a plan for school-room lessons on the conduct and the duties of life. In the St. Louis Public Schools, such a course is embodied in the program once a week as part of the language training. The lessons are so arranged that they begin, in the primary grades, with instruction in the duties of child life in school and home, and end, in the higher grades, with a brief explanation of some of the leading civic and social duties of the adult. It is, of course, understood that such lessons may not necessarily lead to corresponding action—that instruction in ethics differs from morality in action and life, as intention differs from performance. The one does not necessarily lead to the other, but there is no reason why the pupil should not take the first step which may lead, and often does lead, to the second.

THE ETHICAL INSTRUCTION IN THE ST. LOUIS PUBLIC SCHOOLS

Is imparted by story and biographical or historical examples, and not by abstract or formal teaching. The result at which the teacher aims is not the intellectual knowledge of some ethical system, but rather that the children should gain vivid appreciation and admiration of great and noble actions, and conceive a corresponding disapproval and dislike for what is ethically wrong or low. The grandly human qualities of our national heroes, of Washington, Franklin, Lincoln, and others, form an excellent basis for moral training. The essential ethical element of the story is developed through questions which appeal to the moral sentiment and judgment of the child and suggest the idea that doing right regardless of personal comfort or advantage, is a duty and is the touchstone of human worth. Children may learn through the concrete examples presented in story to realize the nature and value of the moral action which it relates. They are well able to appreciate and admire nobility of character and deed, as worthy of aspiration. Thus the moral sentiment is roused through school instruction, and good intentions are silently formed.

While these ethical lessons are based on an easy text-book in ethics, the mode of teaching is exclusively by story and reading. Certain important topics should recur again and again.

The following is the course of study in the Public Schools for the conversational lessons in ethics. It will be noticed that much of the instruction is incidental, laying stress on the moral bearing of reading lessons which belong to that year.

CONVERSATIONAL LESSONS ON ETHICAL AND OTHER GENERAL TOPICS.

YEAR	FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
1	<p>Thanksgiving. Rules of courtesy towards adults and children, school duties, regularity, neatness, and care of school property; honesty, industry, good will to teachers and scholars (p. 31, Everett's Ethics).</p> <p>Self-Preservation: Crossing street car tracks; playing in the street, etc.; cleanliness.</p>	<p>Gratitude to parents, home duties, obedience, kindness to animals (Picture, 1st Reader, p. 80).</p>	<p>Easter; Decoration Day. <i>Home Duties</i>: The blessing of a home, appreciation of parental care; loving of brothers and sisters; learning to take care of themselves and neatness; obedience; duty of rendering assistance in work; pleasures of home; helping to make home pleasant by courtesy, cheerfulness and helpfulness; kindness towards others; respect for older people, for old age; good manners in eating and drinking.</p>	<p>Respect for the property of others; preserving and protecting objects of nature, flowers in parks, etc.</p>
2	<p><i>School Duties</i>: Regularity, neatness, care of school property, honesty, industry, good will to teachers and scholars (Everett's Ethics, p. 137). (Good will towards animals (Second Reader, pp. 34, 44, 45, 57).</p>	<p>Thanksgiving, Christmas (2d Reader, p. 108). Obedience (2d Reader, p. 70). Industry (2d Reader, p. 67).</p>	<p>Easter, Decoration Day, Washington's Birthday. Value of punctuality (3d Reader, Honor (2d Reader, p. 127). Trust in God (2d Reader, p. 115). <i>Home Duties</i>: Topics as in 1st grade.</p>	<p>Courage and cowardice (2d Reader, p. 133).</p>
3	<p>Thrift and fugality. Benjamin Franklin. Eggleston's First Book in History, p. 86, etc.)</p> <p>Thrift (3d Reader, pp. 17, 65). Honesty (3d Reader, pp. 34, 69). Value of order (3d Reader, p. 22). Value of perseverance (3d Reader, p. 25). Cruelty to animals (3d Reader, pp. 53, 61, 73).</p> <p><i>School Duties</i>: Topics as in 2d grade (Everett's Ethics, p. 137).</p>	<p>Thanksgiving, Christmas (3d Reader, pp. 157, 187). Story of Lincoln's youth (Eggleston p. 171). Reader, p. 87). Carelessness (3d Reader, p. 89). Good Habits (3d Reader, p. 89). Sympathy for the afflicted (3d Reader, p. 94). Value of application (3d Reader, p. 101). The first step in wrong-doing (3d Reader, p. 112).</p>	<p>Easter. Washington's Birthday. Value of punctuality (3d Reader, p. 127). How to be a gentleman (3d Reader, p. 165). The Playground (Everett's Ethics, p. 114). Helpfulness (3d Reader, p. 159). Truthfulness (3d Reader, p. 170). <i>Home Duties</i>: Topics as in 1st grade.</p>	<p>Decoration Day. Lexington (3d Reader, p. 232). Courage; duty toward our country. Persecution and idleness (3d Reader, p. 190). The value of time (3d Reader, p. 2).</p>

4	<p>The Golden Rule (4th Reader, p. 27). Patience and perseverance (4th Reader, p. 34). Self-reliance (4th Reader, p. 35). Obstinacy (p. 55). <i>School Duties:</i> Regularity, its value in life; neatness, care of school property, courtesy and good will towards scholars and teachers, duties toward smaller children, example, protection (Everett's Ethics, p. 137).</p>	<p>Thanksgiving (4th Reader, p. 156). Christmas (4th Reader, p. 159). Self-sacrifice (4th Reader, p. 35). Vexations and patience (4th Reader, p. 36).</p>	<p>Easter. Washington's Birthday. Kindness to animals (4th Reader, p. 117). Returning good for evil (4th Reader, p. 124). Manliness (4th Reader, p. 133). <i>Home Duties:</i> Topics as in 1st grade.</p>	<p>Decoration Day. The duty of self-education (4th Reader, p. 172). Cheerfulness (4th Reader, p. 175). Yielding and Persisting (4th Reader, p. 178).</p>
5	<p>Courage and Heroism: Fearless resolution; firmness in resolution; courage (4th Reader, p. 82); foorthardiness and recklessness; heroism in every day life; the true hero serves others (life of Chas. Lamb); the engineer that remains at his post (5th Reader, p. 290, Maynard.) (Everett's Ethics, pp. 37-53). <i>School Duties:</i> Topics as in 4th grade.</p>	<p>The duty of being useful (4th Reader, p. 223; Memory Gems, p. 218). Fortitude: strength in bearing pain and disagreeable things; self-command. Life of Epictetus. (Everett's Ethics, p. 33). Politeness and good manners.</p>	<p>Benevolence ("Altruism"); good will to our neighbor; justice and generosity (4th Reader, p. 279). Charity: The poor are our brothers and sisters to whom we owe sympathy and help; charity a test of character (Hyde's Pract. Ethics, p. 116). <i>Home Duties:</i> Topics as in 1st grade.</p>	<p>Contentment (5th Reader, p. 172); value of cheerfulness; fun (Everett's Ethics, p. 119); contentment, discontent (see poem by Sarah O. Jewett; Pratt's Little Flower Poems, p. 115); peevishness; envy; seek your own happiness in the happiness of others (Everett's Ethics, p. 53).</p>
6	<p>Modesty and conceit (p. 40, 5th Reader); vanity (pp. 44-45, 5th Reader) and self-respect; proper and improper ambition; self-education (Everett's Ethics, pp. 67-74). <i>School Duties:</i> Regularity and its value in life; neatness; care of school property; courtesy and good will towards teachers and pupils; school patriotism; each child can help all others by attentive obedience to school laws; duties towards smaller children: Example and protection (Everett's Ethics, p. 138).</p>	<p>The value of principles and character in meeting temptations that appear in pleasant, plausible shape; safeguard, obedience to parents; prudence of avoiding the danger of temptations (5th Reader, p. 621; Everett's Ethics, p. 173). Good manners.</p>	<p><i>Duty to Parents:</i> Obedience, love, sympathy, helpfulness (5th Reader, p. 120; Everett's Ethics, pp. 92-102). <i>Duties towards the Family:</i> (Hyde's Ethics, p. 144); cheerfulness (p. 113, 5th Reader).</p>	<p>Truth and honesty (5th Reader, p. 164; Everett's Ethics, p. 103). Good temper, tact and talent (5th Reader, p. 177; Emerson's poem, "Tact," quoted in 4th Reader, p. 276; Everett's Ethics, p. 110).</p>

CONVERSATIONAL LESSONS ON ETHICAL AND OTHER GENERAL TOPICS—Continued.

YEAR.	FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
7	<p>The duty of self-education (read 5th Reader, pp. 304-308; tell the story of Franklin's daily record of his actions); man the maker of his own fortune (5th Reader, pp. 311, 318; Everett's Ethics, pp. 61-67); prudence; the habit of seeing present conduct in its bearing on future happiness (Hyde's Ethics, p. 61); saving habits; the prudent man and the miser (5th Reader, pp. 34-39).</p> <p><i>School Duties:</i> Topics as in 6th grade.</p>	<p>Speech and silence (5th Reader, p. 284); discretion and cunning (5th Reader, p. 285); temperance and self-control; vices of intemperance (5th Reader, p. 279); self-reliance (Everett's Ethics, pp. 74-84).</p>	<p><i>Duties to Others:</i> The Golden Rule; selfishness; obedience to the laws of society and State; good will, love and sympathy; usefulness (Everett's Ethics, pp. 84-103); courtesy (Everett, p. 110).</p>	<p>Love of God and our fellow-beings (5th Reader, p. 349); hospitality (5th Reader, p. 372).</p>
8	<p>Friendship; choice of companions (Everett, pp. 125, 132). School duties and life duties; business habits and relations (see Topics of 7th Grade). Procrastination (5th Reader, p. 336).</p>	<p>The duty of patriotism—reasons for it; love of country, a virtue; admiration of national heroes. Active patriotism of youth; personal faithful obedience to law; intention to become a good citizen; acquiring intelligence, and thus making best use of the public money which maintains schools; acquiring a knowledge of the duties of citizenship and the laws of the land (Everett's Ethics, p. 143). Ordinary rules of good manners and social conduct.</p>	<p>Conscience, the duty of obedience to it; value of correct habits (Everett's Ethics, pp. 178, 189); conscience in animals (Johannot's Anim. World, p. 283); home duties.</p>	<p>Various relations and duties of life.</p>

BEARING OF CERTAIN STUDIES ON MORAL EDUCATION.

In a measure, all school work has an indirect moral tendency, on account of the devotion the child acquires, to some objective task, or to a duty; still there are certain studies which seem to have a more immediate bearing on moral education than others. Reading and literature, for instance, can easily be made to tend toward the refinement of sentiment and the training of the moral judgment. It is an important coincidence that those studies which may be made the means of moral training, are also the object of great interest on part of the children. One needs but to watch the eager attention with which children follow some good declamation or expressive reading, or listen to a story told by the teacher, to see that literature has a great interest for childhood.

The word interest has more than one meaning, and it may be well to specify in what sense it is most important for school purposes. Interest, in one sense of the word, is that pleasurable sensation which we experience in connection with certain occupations, activities or impressions. We say that we witness a play with breathless interest, and mean thereby that the performance excited pleasant sensations in us. School work is interesting to the child in the sense of his taking pleasure in the lesson or in the work which is assigned to him.

The word interest, however, has a deeper meaning than that of pleasure in work or occupation. When we say that we have an interest at stake in the perpetuation of our political institutions, or that the civilized man takes an interest in all affairs that move mankind, the word interest here means not simply a pleasant sensation, but is used in the sense that we have a share in all that concerns humanity; it means that our own fate is bound up with that of others. Man realizes that he is deeply interested and concerned in the manifold relations of this world, in the institutions which hold the universe of human life together, in the law and order which prevail in the com-

munity in which he lives, in the virtues and the character of the nation to which he belongs. It is his interest that these shall be preserved, through his own efforts so far as lies within the sphere of his power. His own fate, his very existence depends on their perpetuation, and when we speak of man's interest in the State and the treasures of civilization, we use the word in a much higher sense than when we define it as the sensation of pleasure in certain occupations.

The child should be introduced, at an early age, to the ideas which uphold State and society. Even in the kindergarten he makes the first acquaintance with what might be called institutional life. Through song and play, he first learns of the various civic occupations on which society rests. He plays the farmer; he acts, in his songs, various trades; he hears of human occupations and modes of industry. His intellectual horizon and his sphere of sympathetic interest widens and he enters an unknown, and to him, as yet, an invisible world of human relations. Later, in the school room, especially through reading and history lessons, he becomes acquainted with the great virtues of the heroes of his own and other races, who live in story, and whom literature holds up to admiration and imitation in shining examples. Step by step he obtains glimpses at a world much larger and loftier than the narrow circle of the realities of family and school. Reading and literature introduce him to the life of humanity. He feels instinctively deep concern in the hero's deeds, the patriot's actions. He learns to take an interest in the spiritual life of the race, and the great treasures of civilization.

The educational demand that school instruction should cultivate the child's many-sided interest obtains a much higher meaning, if we think of the word, not simply in the limited sense of the pleasurable sentiment that should be made the accompaniment of instruction, but in the sense of introducing the child to the higher interests of civilization, and making him acquainted with the spiritual treasures which his own nation has attained in its institutions and its literature.

LITERATURE FORMS AN IMPORTANT STUDY IN THE SCHOOL.

It begins with fairy tale and myth of the kindergarten. . It continues in the selections from classic authors in the reading books, and terminates in the higher course of the school in the scientific and historical literature represented by geography and history. Literature, as a fine art, in all its forms, in novel, poem, drama, etc., has human life for its center. In all epic literature, the sentiments are sung that move the human heart universally. In drama, the fate that hangs over every human being is placed before the eyes of the spectator. The novel unveils all the relations of social life; it takes the poor girl into the drawing room of the noble, and gives the noble, in turn, an insight into the sentiments and the life of his poor kindred in the lower strata of existence. All literature clusters round man, and helps to understand him. The child when introduced to literature, through the art of reading, studies implicitly the working and mystery of the human soul. No better practical psychology can be studied than is found in the delineation of human character in the fiction of the great writers. No better moral lesson can be studied by the high school pupil than is found in the idea of the classic drama and novel, that the human life depends on human action and motive, and that the hero's deed constitutes his fate. Besides the influence which the literary work of art exercises by its content, there is a further influence on the child, exerted through the personality of the author. Good literature is the expression of the master minds of mankind, of those rare beings who stand above the rest of our race in intellectual and moral achievement. When the child, with its receptive and appreciative nature, reads their writings, he is thrown into intimate companionship with the best of his nation and race. He becomes the companion of the noble Emerson, sweet-souled Whittier, and myriad-eyed Shakespeare. His soul becomes filled with their thought as the dew-drop is with the sun. If companionship ennobles or debases a

human being, the study of good literature has a morally educating influence by bringing the child into sweet converse of soul with the noblest men of all ages.

The child's circle of actual experience is of necessity very limited, since his existence vibrates merely between home and the school, and includes but a very narrow sphere. While the world at large will not open itself to him, if it ever opens, until he has passed the doors of the school room and enters life actively as a man and a worker, it is possible to introduce him to it early, through literature, which presents the mirrored image of the great world of society and state. In literature, he meets, as it were, hypothetical life, which affords practice and development for his moral sentiment, and which quickens his ethical judgment. He learns to look critically upon the moral attitude of the characters portrayed, and whose deeds and actions challenge his ethical approval or dislike. Literature brings the child into imaginary contact with the institutions of life, and his powers of moral discernment, his efforts and purity of intention, his strength of aspiration and wishes for noble and unselfish aims, can be made to grow and develop. Reading may thus become, and in every good school does become, a moral agency, which brings the child into touch with the ethical world, and the human institutions which are the basis of moral life.

NOT ONLY LITERATURE, BUT HISTORY, TOO.

Has a strong moral element in it. So long as it remains merely an intellectual study, tracing the web of cause and effect in our peculiar institutions, and exhibiting the beginnings from which they have grown, and the historical sequence of events, it answers a good purpose, but does not accomplish every aim for which it is taught. The study of history should do more than to appeal to the child's intelligence. It ought to appeal to the child's sentiments as well. Instruction in history that does not aim directly at rousing intelligent patriotism, fails to fulfill its

highest mission. Patriotism in the child's mind means aspiration towards noble, self-sacrificing deeds; it means a noble impulse and cherished intention to fulfill duties in his future relation as a citizen. In this way, the study of history should tend to influence the pupils' future civic actions.

History has a further ethical bearing besides the development of patriotism and patriotic aspiration. The child, as a result of his history training, should take pride and personal interest in the great heroes that have made the American name honored and respected among the nations. In the life of our great heroes were embodied not only great civic virtue, rare self-sacrifice for the sake of country, wisdom in the management of public affairs, but these great qualities are enhanced by the noble human character of these men. Washington, Franklin, Lincoln, were not only great Americans, but grand men whose ethical qualities the child will appreciate as much as their patriotic greatness. Thus history, since it embodies biography, may be a further means of direct moral teaching, because it shows the connection between character and civic excellence.

A word might be said in regard to the

SELECTION OF LITERARY MATTER FOR ETHICAL STUDY.

In the kindergarten and primary room the fairy tale, or as Grimm preferred to call it, the household story, deserves the first rank. The reason is evident. Long before these stories existed in written or literary form, they were handed by tradition from mouth to mouth, from mother to child, and by the child, in turn, after due time, to the following generation; they were stories told in the family circle, in the sacred presence of childhood, and they were modeled and used to embody in an attractive form ethical truths that were wholesome to the child's soul. Many of these stories turn on ethical incidents that are of the deepest meaning to childhood. The appreciation of the love and care of father and mother, the calamity of being deprived through death of the presence of either, the duty of

kindness to all beings, even to the animal world, the investing of the dumb animal with speech and feeling, the beauty of gratitude, love, attachment, are features of the fairy tale that are of ethical value. Even the inorganic world seems, in the fairy tale, gifted with life, and invested for the child with a claim for protection.

Family life is the principal topic of the household stories or fairy tales, and they form, for this reason, together with the fable, the most suitable literary entertainment and study for early childhood.

The importance of this fact, for moral education, becomes apparent when we consider that the only institution which presents a very real interest to the child is that of the family. The family, however, is in itself, not only the basis of society, of the State itself, and of all institutional life whatsoever, but, in a measure, it is the miniature image of all institutions. When fairy tale and household story direct the young child's thoughts to the ethics of family life, he receives moral training. He becomes acquainted through contemplation with phases of family life lying beyond his own personal experience, and appreciates the gift of a home when he sees in story the vicissitudes of child-life. It is proper that in the eye of the child, mother and father should be the representative of all that is good, noble and affectionate. The primary ethical teaching can spend its time in no better way than by idealizing parenthood, and by arousing in the child's mind the feeling of deep gratitude. He should become conscious of how much he owes to his parents and to the influence of his home. The household story may lead the child to a recognition of the duties which he owes, and thus give him an early impulse in the direction of a moral life. It tends to influence the child in the relations in which he lives at present, by teaching moral lessons which call for daily practice.

WHATEVER IS UNTRUTHFUL IS NOT GOOD LITERATURE.

One of the absolute conditions of good literature is truth.

It is evident that the meaning of this proposition cannot be that the poetic is not good literature. What never has happened and never will happen as a reality may be the highest truth. Shakespeare's Hamlet is very unlike the chronicled record on which it is based, yet it is a more truthful picture of human life than the original. There is a certain class of stories intended for moral uses, which violate the very first principle of morality, because they are glaringly untruthful. They represent children acting and talking as no child would be likely to act and talk, and the average common-sense boy that reads it is repelled because he feels that it is untrue. The moral is obtrusively told, and the story around which it clusters is not simply a poetic or intellectual, but a moral invention, or in plainer language, an untruth. It is felt to be so by the child, and, therefore, such story does harm rather than good.

In using the reading lesson incidentally for moral instruction, it is by no means the aim to have the child state the moral drawn from the story in the abstract form of a maxim. It is not wise to divest morality from life, and make it a mere abstract ethical skeleton. The moral of the reading lesson should remain in the form of a story, and not lead up to a recital of an abstract moral. Through questions, the teacher should draw from the pupils the idea of the moral relation portrayed, and appeal to sentiment and moral judgment for the approval of what is good, and the disapproval of wrong.

THE LIMITATIONS OF THE SCHOOL.

While school education can do much, it would be wrong to burden it with the whole task for the child's moral training, and make it bear the whole or principal responsibility of failure. The results of school training in the direction of morality are necessarily limited. The school cannot and should not supersede or replace the other great educational agencies on which

much of the moral instruction which the child should receive will depend. The family must do its share towards moral training, and no school instruction can be a substitute for perverse family influences. The church is the great moral teacher that should fill an important mission in the child's life. To make the school a substitute for family or church is to assign it a task for which it cannot possibly make adequate provision. The newspaper, too, which finds its way into every home, which supplies the topics of conversation for the fireside, and may elevate or debase the reader, has an influence on child life as it has on the adult.

Even within its own sphere, the moral influence of the school is limited where it happens to be opposed by the natural conditions of heredity and environment. The old saying that "What is bred in the bone will come out in the flesh," is a common truth; it would require the combination of every educational influence to modify the tendencies which are latent in a human being. Much may be done in this direction by education, but the school alone cannot do it. Of the twenty-four hours of the day, the school holds the child but during five or six. Home and companions influence him during the other eighteen hours, and, with all the power which the well-taught school has, the weight of environment, if thrown against the school, may minimize its moral influences.

With all the aspirations which school instruction may impart to the child, the temptations which only actual life will bring, and his actual strength of resistance, decide the moral course. Certain results, however, undoubtedly flow from school instruction, in which the moral side of education is duly considered. Through story and history, the child gets a glimpse at real life. He learns to judge in advance of typical relations. He discovers his own conscience when thinking about the human deed portrayed in literature, and learns to disapprove and to approve, from the standpoint of right and wrong. Inseparably connected with the moral approval or disapproval, there is in the

mind of the young the silent intention to do right and to shun wrong, if ever he should be placed in a position similar to that presented. The child learns to know through school many of the duties and responsibilities of social and civic life, and is introduced to his moral obligations. He becomes acquainted, not in fact, but through words, with the temptations to which all flesh is heir. He forms images of the future in which he figures as the victorious hero that fights sin and conquers temptation, and enlists mentally his services in the cause of right. In his heart, the child responds to the call which the teacher and the world at large seem to make upon him, by earnest aspirations towards a good life and by the silent vow to let his own life answer the appeals whose divine importance he feels.

F. LOUIS SOLDAN,
Superintendent of Instruction.

PART II.

ANNUAL REPORT OF SECRETARY
AND TREASURER AND AUDITOR

AND

STATISTICAL TABLES.

JOINT ANNUAL REPORT
OF
SECRETARY AND TREASURER
AND AUDITOR

FOR 1896-97.

OFFICE OF THE BOARD OF EDUCATION
OF THE CITY OF ST. LOUIS,
ST. LOUIS, July 1, 1897. }

To the Honorable the Board of Education of the City of St. Louis:

GENTLEMEN—The joint annual reports of the Secretary and Treasurer and Auditor for the fiscal year ending June 30, 1897, are herewith submitted:

1. BALANCE SHEET for year ending June 30, 1897.
2. BILLS RECEIVABLE on hand June 30, 1897.
3. REAL ESTATE AND IMPROVEMENTS for school purposes, belonging to the Board June 30, 1897.
4. RECEIPTS AND EXPENDITURES during the year, from July 1, 1896, to June 30, 1897, both days inclusive.
5. LIST OF LEASED LANDS belonging to the Board, June 30, 1897, for revenue purposes.
6. LIST OF UNLEASED LANDS belonging to the Board June 30, 1897, for revenue purposes.
7. SCHOOL EXPENSES PROPER, for the year ending June 30, 1897.

JOHN A. LONG,
Auditor.

ATTEST:

C. L. HAMMERSTEIN,
Secretary and Treasurer.

[illegible][illegible]

BILLS RECEIVABLE ON HAND JUNE 30, 1897.

DATE OF NOTE.	BY WHOM GIVEN.	ON WHAT ACCOUNT.	BELONGING TO	AMOUNT.
1869. October 18	Benjamin S. Anderson	Real Estate Sold	Building Fund	\$ 1500 00
1890. June 17	Ann Newman	" "	Permanent "	50 00
" " 17	" "	" "	" "	50 00
" " 17	" "	" "	" "	50 00
1893. June	Isaac Russack	" "	" "	1,916 67
		Total		\$3,566 67

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1897.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund.
High	Grand, near Bell av.	\$ 364,846 10	\$ 38,500 00	\$ 403,346 10	Building.
Adams	Norfolk, between Tower Grove and Vista avs.	73,911 04	3,850 00	77,761 04	"
Ames	Lebert and Fourteenth sts.	89,113 68	10,100 00	99,213 68	"
Arlington	Burd, near Cote Brillante av.	33,127 09	3,360 00	37,087 08	"
Ashtand	Newstead and Sacramento avs.	66,173 14	2,380 00	68,768 14	"
Baden	Church Road and Bittner st.	11,000 00	835 00	11,835 00	"
Bates	Spring av. and North Market st.	51,974 62	6,480 00	58,454 92	"
Benton	King's Highway and St. Louis av.	61,412 20	4,271 80	65,684 10	"
Blair	2707 Rauschenbach av.	86,106 00	9,320 00	95,426 00	"
Bryan Hill	Virginia and Loughborough avs.	45,176 09	4,950 00	50,126 09	"
Carondelet	2941 John av.	51,617 64	4,000 00	55,617 64	"
Carr	Minnesota av. and Hurck st.	36,335 02	1,800 00	38,135 02	"
Carr Lane	Fifteenth and Carr sts.	18,000 00	5,320 00	23,320 00	"
Carr Lane P'y.	Twenty-third and Carr sts.	43,654 37	6,750 00	50,404 37	"
Charles	Tenth and Carroll sts.	8,675 00	2,620 00	11,295 00	"
Chouteau	2226 Sheandoah st.	48,595 01	11,200 00	59,795 01	"
Clay	Ewing av. and Ruiger st.	96,328 33	5,000 00	101,328 33	"
Clinton Heights	Eleventh and Farrar sts.	49,033 89	6,000 00	55,033 89	"
Clinton Branch	Magnolia av. and Old Manchester Road	71,446 22	10,000 00	81,446 22	"
Columbia	Grafton and Hickory sts.	24,917 08	3,000 00	27,917 68	"
Compton	Grafton st. near Park av.	38,988 80	10,170 00	49,158 80	"
Cote Brillante	Garrison and St. Louis avs.	18,909 00	6,250 00	25,059 00	"
Crow	Henrietta st. and Theresa av.	87,111 95	6,500 00	93,611 95	"
Des Peres	Kennerty and Cora avs.	8,000 00	3,750 00	11,750 00	"
Dévoil	Bell and Channing avs.	69,212 92	7,959 00	77,171 42	"
Douglas	Michigan av. and Iron st.	52,626 55	16,475 00	69,101 55	"
Dozier	Eleventh and Glasgow avs.	8,675 00	2,800 00	11,565 00	"
Elliot	Goodfellow and Maple sts.	45,134 34	10,000 00	55,134 34	"
Elliotville	Fifteenth and Walnut sts.	38,000 00	4,840 00	42,840 00	"
Franklin	Belle Glade av. and North Market st.	67,477 47	17,750 00	85,227 47	"
Fremont	Lucas av. and Seventeenth st.	50,000 00	18,750 00	68,750 00	"
Froebel	Wisconsin av. bet. Lynch and Pestalozzi sts.	32,700 00	3,850 00	36,550 00	"
	Nebraska av. and Winnebago st.	50,553 84	11,550 00	62,103 84	Permanent.
		36,804 75	3,750 00	40,554 75	Building.

& Perm.

ST. LOUIS PUBLIC SCHOOLS.

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES, JUNE 30, 1897.

Name of School.	Where Located.	Value of Building.	Value of Land.	Total.	Fund.
Gardenville	Gravois Road and King's Highway	\$11,684 93	\$ 1,500 00	\$13,184 93	Building.
Garfield	Jefferson av. and Wyoming st.	81,826 89	6,390 00	88,216 89	"
Grant	Pennsylvania av. and Crittenden st.	42,420 40	5,105 92	47,526 32	"
Gratot	Manchester Road, near Billon av.	20,000 00	2,700 00	22,700 00	"
Gravois	Gravois av. and Wyoming st.	16,197 55	1,275 00	17,472 55	"
Hamilton	Twenty-third and Dickson sts.	40,000 00	4,000 00	44,000 00	Permanent.
Harrison	Garrison, near St. Louis av.	23,157 22	5,257 25	28,414 47	Building.
Hodgen	Henrietta st. and California av.	88,083 05	10,125 00	98,208 05	" & Perm.
Humboldt	Third st. near Russell av.	58,230 41	8,925 00	67,155 41	"
Iving	3829 N. Twenty-fifth st.	83,188 00	8,750 00	91,938 00	"
Jackson	Malden Lane and Hogan st.	20,000 00	3,750 00	23,750 00	Permanent.
Jefferson	Ninth and Wash sts.	91,388 22	12,900 00	104,168 22	Building.
Laclede	Sixth and Poplar sts.	36,000 00	25,000 00	61,000 00	"
Lafayette	Ann av. near Ninth st.	45,549 72	4,500 00	50,049 72	"
Lincoln	2221 Eugenia st.	36,452 42	13,750 00	50,202 42	"
Lincoln Branch	Walnut and Twenty-third sts.	20,000 00	.....	20,000 00	"
Longfellow	Ivanhoe and Smiley avs.	23,173 04	2,000 00	25,173 04	"
Lowell	Atelade av. and Bellevue st.	44,827 00	2,625 00	47,452 00	"
Lyon	Ninth and Pestalozzi sts.	55,000 00	9,000 00	64,000 00	Permanent.
Madison (old)	Seventh and La Salle sts.	36,000 00	6,750 00	42,750 00	Building.
Madison (new)	Seventh, near Hickory st.	30,024 62	8,880 00	38,904 62	"
Meramec	Meramec st. and Iowa av.	15,000 00	2,090 00	17,020 00	"
Marquette	McPherson av. bet. Vandeventer av. & Sarah st.	82,483 00	24,000 00	106,483 00	"
Mt. Pleasant	Nebraska av. near Neosho st.	25,350 19	2,625 00	27,975 19	"
Oak Hill	Tholozon av., near Morgan Ford Road.	8,000 00	2,090 00	10,090 00	"
O'Fallon	1406 North Fifteenth st.	46,785 00	5,775 00	52,540 00	Permanent.
Peabody	Carroll and 18th sts.	63,379 47	10,060 00	73,469 47	Building.
Penrose	2824 Madison st.	72,077 34	6,125 00	78,202 34	"
Pestalozzi	Seventh and Barry sts.	36,503 26	7,200 00	43,703 26	"
Pope	Laclede and Ewing avs.	75,009 34	7,815 00	82,824 34	"
Ridick	Evans av. and Whittier st.	55,761 37	9,140 00	64,901 37	Permanent.
Rock Spring	Sarpy, near Hawk av.	12,000 00	2,500 00	14,500 00	Building.
Roe	Mitchell, near Prather av.	35,197 88	1,870 00	37,067 88	"
Shaw	Old Manchester Road and King's Highway	10,539 32	900 00	20,439 32	"

* Leased.

Shepard (old)	Marine av., near Miami st.	20,000 00	4,000 00	24,000 00	"
Shepard (new)	Salena, near Miami st.	30,000 00	4,000 00	34,000 00	"
Shields	Seventh, between Carr and Biddle sts.	52,000 00	8,400 00	60,400 00	"
Stoddard	Lucas and Ewing avs.	72,000 00	19,625 00	91,625 00	"
Washington	Euclid, near Fountain av.	55,493 98	8,100 00	63,593 98	"
Webster	Eleventh and Clinton sts.	70,000 00	10,000 00	80,000 00	"
Summer High	Eleventh and Spruce sts.	30,000 00	60,000 00	90,000 00	"
Aldridge	Switzer and Christian avs.	5,000 00	1,000 00	6,000 00	"
Attucks	Eighth and Barry sts.	18,082 31	4,000 00	22,082 31	"
Banneker	Montgomery st. and Leffingwell av.	18,077 80	2,000 00	20,077 80	"
Deany	6138 Virginia av.	6,675 00	5,235 00	11,910 00	"
Dessalines	1745 N. Twelfth st.	20,000 00	7,625 00	27,625 00	"
Dumas	1413 Lucas av.	52,917 13	8,000 00	60,917 13	"
Garnett	Bulwer av., near Adelaide av.	6,000 00	2,250 00	8,250 00	"
L'Ouverture	2612 Papin st.	55,469 16	6,500 00	61,969 16	"
Simmons	1234 St. Louis av.	12,000 00	1,250 00	13,250 00	"
Wheatley	Papin st., near Boyle av.	25,436 18	3,000 00	28,436 18	"
Vashon	Sulphur av., near Manchester Road.	4,200 00	380 00	4,580 00	"
Vacant	Shenandoah st. ....	.....	13,500 00	13,500 00	"
Vacant	Gravois Road, near King's Highway. ....	.....	1,200 00	1,200 00	"
Vacant	Olive st., near Taylor av. ....	.....	19,000 00	19,000 00	Permanent.
Total .....	.....	\$3,978,400 76	\$ 686,979 07	\$4,665,379 83	

**REPORT OF THE RECEIPTS AND EXPENDITURES OF THE ST. LOUIS
PUBLIC SCHOOLS FOR THE YEAR ENDING JUNE 30, 1897.**

RECEIPTS.	EXPENDITURES.
GENERAL FUND.	
From City Collector	For Contingent Fund\$ 300 00
—taxes 1896 ....\$1,117,514 36	For examining books 250 00
From City Collector	For expense—election 825 23
—taxes 1895 93,234 44	For expense—general 15,790 83
From City Collector	For fuel 23,454 10
—taxes 1894 14,829 09	For furniture—new 6,794 65
From City Collector	For furniture—repairs 9,294 61
—taxes 1893 5,282 86	For gas, electric light and power. 7,871 99
From City Collector	For Insurance Fund—Permanent. 5,000 00
—taxes 1892 2,564 23	For insurance 2,456 65
From City Collector	For kindergarten supplies 6,658 12
—taxes 1891 1,572 16	For manual training 497 40
From City Collector	For printing 7,086 42
—taxes 1890 337 92	For rent of school houses 7,058 48
From City Collector	For repairs—general 110,198 35
—taxes 1889 251 43	For repairs—tornado damages .. 78,257 61
From City Collector	For salaries—officers 43,413 53
—taxes 1888 and	For salaries—janitors 99,915 65
prior 23 09	For salaries—teachers 1,086,553 95
	For street sprinkling 515 20
	For supplies 20,529 26
From City Collector	For taxes—special 2,776 58
—merchants' tax. 106,627 06	For text-books 57,941 10
From City Collector	For vault cleaning 1,730 02
—railroad tax.... 20,263 09	For water license 4,624 00
From State School	For transfer to Building Fund.. 236,854 04
Fund 152,068 43	
From text books	
sold 44,946 97	
From rents col-	
lected 54,924 91	
From kindergarten	
supply fees 5,515 75	
From interest on	
current deposits . 5,211 68	
From interest on	
bills receivable... 350 59	
From Public Li-	
brary—for elec-	
tric light and	
power, elevator	
service, etc. 4,156 32	
From surplus elec-	
tion assessments.. 1,029 55	
From tuition—non-	
resident pupils .. 2,191 20	
From Contingent	
Fund, balance ... * 1,408 57	
From sundries—sale	
of scrap iron,	
special taxes col-	
lected, refund of	
gas payment, etc. 216 67	
Total receipts dur-	
ing year.....\$1,703,528 97	
Cash in treasury	
July 1, 1896..... 97,189 53	
\$1,800,718 50	Total expenditures during year...\$1,836,636 50
	Overdraft June 30, 1897..... 35,938 09
	\$1,800,718 50

RECEIPTS AND EXPENDITURES—*Continued.*

RECEIPTS.	EXPENDITURES.																																																																		
BUILDING FUND.																																																																			
From General Fund —transfer																																																																			
From Bill receivable— Jno. S. Stevens..																																																																			
\$ 236,854 04																																																																			
500 00																																																																			
	<table> <tr> <td>For Contract No. 301—Columbia School</td><td>\$ 386 58</td></tr> <tr> <td>For Contract No. 303—Charles addition</td><td>320 00</td></tr> <tr> <td>For Contract No. 304—Ashland addition</td><td>209 34</td></tr> <tr> <td>For Contract No. 305—Benton addition</td><td>197 05</td></tr> <tr> <td>For Contract No. 306—Washington addition</td><td>203 55</td></tr> <tr> <td>For Contract No. 307—Riddick addition</td><td>47 16</td></tr> <tr> <td>For Contract No. 309—Froebel School</td><td>310 09</td></tr> <tr> <td>For Contract No. 314—Benton addition</td><td>505 29</td></tr> <tr> <td>For Contract No. 316—Dumas School heating</td><td>119 45</td></tr> <tr> <td>For Contract No. 317—Froebel School heating</td><td>51 88</td></tr> <tr> <td>For Contract No. 318—L'Ouverture addition</td><td>2,466 47</td></tr> <tr> <td>For Contract No. 319—Jefferson addition</td><td>280 75</td></tr> <tr> <td>For Contract No. 320—Longfellow addition</td><td>370 00</td></tr> <tr> <td>For Contract No. 322—Jefferson School heating</td><td>210 10</td></tr> <tr> <td>For Contract No. 325—Benton School heating</td><td>5,100 00</td></tr> <tr> <td>For Contract No. 326—Mt. Pleasant School</td><td>20,294 30</td></tr> <tr> <td>For Contract No. 327—Washington addition</td><td>5,100 00</td></tr> <tr> <td>For Contract No. 328—Clifton Heights School</td><td>19,822 05</td></tr> <tr> <td>For Contract No. 329—Wheatley School</td><td>10,550 00</td></tr> <tr> <td>For Contract No. 330—Fremont School</td><td>43,974 91</td></tr> <tr> <td>For Contract No. 331—Columbia addition</td><td>30,809 20</td></tr> <tr> <td>For Contract No. 332—Dozier addition</td><td>24,108 61</td></tr> <tr> <td>For Contract No. 333—Gardenville School</td><td>11,000 00</td></tr> <tr> <td>For Contract No. 334—Attucks School</td><td>6,803 63</td></tr> <tr> <td>For Contract No. 335—Columbia School heating</td><td>4,600 00</td></tr> <tr> <td>For Contract No. 336—Dozier School heating</td><td>8,306 89</td></tr> <tr> <td>For Contract No. 337—Mt. Pleasant School heating</td><td>4,740 45</td></tr> <tr> <td>For Contract No. 338—Fremont School Heating</td><td>5,428 33</td></tr> <tr> <td>For Contract No. 339—Clifton Heights School heating</td><td>4,780 19</td></tr> <tr> <td>For Penrose School boilers</td><td>487 00</td></tr> <tr> <td>For Dumas School radiators</td><td>247 00</td></tr> <tr> <td>For Clinton School boilers</td><td>809 00</td></tr> <tr> <td>For furnace for house No. 5741 Maple ave.</td><td>110 00</td></tr> </table>	For Contract No. 301—Columbia School	\$ 386 58	For Contract No. 303—Charles addition	320 00	For Contract No. 304—Ashland addition	209 34	For Contract No. 305—Benton addition	197 05	For Contract No. 306—Washington addition	203 55	For Contract No. 307—Riddick addition	47 16	For Contract No. 309—Froebel School	310 09	For Contract No. 314—Benton addition	505 29	For Contract No. 316—Dumas School heating	119 45	For Contract No. 317—Froebel School heating	51 88	For Contract No. 318—L'Ouverture addition	2,466 47	For Contract No. 319—Jefferson addition	280 75	For Contract No. 320—Longfellow addition	370 00	For Contract No. 322—Jefferson School heating	210 10	For Contract No. 325—Benton School heating	5,100 00	For Contract No. 326—Mt. Pleasant School	20,294 30	For Contract No. 327—Washington addition	5,100 00	For Contract No. 328—Clifton Heights School	19,822 05	For Contract No. 329—Wheatley School	10,550 00	For Contract No. 330—Fremont School	43,974 91	For Contract No. 331—Columbia addition	30,809 20	For Contract No. 332—Dozier addition	24,108 61	For Contract No. 333—Gardenville School	11,000 00	For Contract No. 334—Attucks School	6,803 63	For Contract No. 335—Columbia School heating	4,600 00	For Contract No. 336—Dozier School heating	8,306 89	For Contract No. 337—Mt. Pleasant School heating	4,740 45	For Contract No. 338—Fremont School Heating	5,428 33	For Contract No. 339—Clifton Heights School heating	4,780 19	For Penrose School boilers	487 00	For Dumas School radiators	247 00	For Clinton School boilers	809 00	For furnace for house No. 5741 Maple ave.	110 00
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RECEIPTS AND EXPENDITURES—*Continued.*

RECEIPTS.	EXPENDITURES.
BUILDING FUND—<i>Continued.</i>	
	For Attucks School hot air pipes, etc. \$1,981 00
	For Gardenville School furnaces, etc. 495 00
	For Fremont School grading.... 1,150 60
	For Adams School—granitoid walk 840 49
	For Banneker School—granitoid walk 77 90
	For blackboards, various schools. 10,505 54
	For Attucks School building and site 10,000 00
Total receipts during year..... \$237,354 04	Total expenditures during year. \$237,799 80
Cash in treasury July 1, 1896.... 702 02	Cash in treasury June 30, 1897... 256 26
<u>\$ 238,056 06</u>	<u>\$238,056 06</u>

PERMANENT FUND.

From fines \$ 3,068 20	
From bills receivable 1,918 67	
From sale of real estate..... 33 95	
Total receipts during year..... \$ 5,018 82	
Cash in treasury July 1, 1896.... 1,856 43	
<u>\$ 6,875 25</u>	
	Expenditures—none.
	Cash in treasury June 30, 1897... \$ 6,875 25
	<u>\$ 6,875 25</u>

PERMANENT INSURANCE FUND.

From General Fund..... \$ 5,000 00	
Cash in treasury July 1, 1896.... 10,000 00	
<u>\$ 15,000 00</u>	
	Expenditures—none.
	Cash in treasury June 30, 1897... \$ 15,000 00
	<u>\$ 15,000 00</u>

LIST OF LEASED LANDS—Continued.

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.			No. of Lease	Lease Begins.	Expires.	Annual Rent.	Fund.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.				
Sophie Tenz.....	2	160	Broadway.....	25	1518	September 1, 1890 1897	136 12	Permanent
Peter Mehl.....	4	160	Broadway.....	25	1463	May 1, 1889 1896	135 00	"
Mary E. Haydel.....	12	160	Broadway.....	25.2½	1510	June 1, 1890 1897	151 25	"
Mary E. Haydel.....	13	160	Broadway.....	25	1632	October 22, 1889 1896	150 00	"
Geo. A. Zeller.....	14	160	Broadway.....	25	1471	January 22, 1889 1899	150 00	"
Mary E. Haydel.....	15	160	Broadway.....	25	1686	April 1, 1896 1906	172 50	"
Albert Henry.....	16	160	Broadway.....	25	1628	September 1, 1896 1940	195 00	Building.
Margt. Walsh.....	17	160	Fourth.....	25.5	1569	September 19, 1892 1902	198 25	Permanent.
Mary A. McNulty.....	18	160	Fourth.....	25.5	1570	September 19, 1892 1902	160 12	"
Francis L. Haydel, Admr.	19	160	Fourth.....	25.5	1523	September 1, 1890 1940	162 88	"
Ferdinand Meyrose.....	20	160	Fourth.....	25.5	1498	October 12, 1889 1899	152 87	"
Ferdinand Meyrose.....	30	160	Fourth.....	25.5	1453	October 12, 1889 1899	145 23	"
Ferdinand Meyrose.....	31	160	Fourth.....	25.5	1545	September 25, 1891 1901	144 80	"
Ferdinand Meyrose.....	32	160	Fourth.....	25.5	1494	October 12, 1889 1899	175 80	"
St. Louis R'fr'g & Wooden Gutter Co.....	1 to 8 incl.	199	First.....	210.5	1620	August 1, 1894 1904	2,019 10	"
St. Louis R'fr'g & Wooden Gutter Co.....	9 to 16 incl.	199	Kosciusko.....	210.5	1511	December 1, 1889 1899	398 55	"
John J. Ganahl Lumber Co.....	1 to 5 incl.	200	Second.....	136.6	1625	July 20, 1895 1905	75 00	"
Frederick Bangert.....	13	200	Second.....	25	1624	May 13, 1894 1904	75 00	"
Frederick Bangert.....	14	200	Second.....	61.6	1612	May 13, 1894 1904	153 12	"
Frederick Bangert.....	15 & 16	200	Second.....	61.6	1656	May 19, 1897 1907	192 00	"
Waldstein Lumber Co.....	19 to 23 incl.	200	Alley.....	125	1428	May 1, 1888 1898	135 00	"
Samuel D. Warren & Co.....	26, 27 & 28	200	Kosciusko.....	75	1646	December 12, 1896 1906	100 00	"
E. Goddard Flour Mill Co.....	Triangle	201	Rutger.....	whole Bk	1687	March 1, 1896 1906	162 75	"
Andrew Pschid.....	2 & 3	202	Merchant.....	88.7½	1514	August 14, 1890 1900	90 00	"
Euphrosine Gausse, legatee of John Gausse.....	4	202	Merchant.....	30	1514	August 14, 1890 1900	90 00	"
George Brueckmann.....	8	202	Third.....	25	1532	September 15, 1890 1900	106 50	"
Fredericka Beck.....	13	202	Third.....	25	1527	July 12, 1890 1900	67 50	"
E. Goddard Flour Mill Co.....	17 to 22 incl.	202	Rutger.....	125.1-12	1607	May 13, 1894 1904	307 50	"
Wilhelmine Stossberg.....	23, 24 & 25	202	Second.....	75	1522	April 9, 1890 1900	191 25	"
John J. Ganahl Lumber Co.....	14, 15, 16 & 17	202	Second.....	102	1619	May 13, 1894 1904	985 80	"
John J. Ganahl Lumber Co.....	26 to 35 incl.	202	Third.....	233	1432	June 1, 1893 1896	96 00	"
Henry Meinhardt.....	A	203	Third.....	98				"

LIST OF LEASED LANDS—Continued.

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.				No. of Lease.	Lease Begins.	Expires.	Annual Rent.	Fund.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Peter Adami.....	Pt F	587	Eleventh.....	20	1353	September 15, 1887	1897	\$ 48 00	Permanent.
John and Henry Clancy.....	Pt F	587	Eleventh.....	25	1452	September 5, 1887	1897	60 00	"
James Rieckby.....	S pt G	587	Eleventh.....	15	1493	December 1, 1889	1899	36 00	"
George Krantz.....	N pt G	587	Eleventh.....	35	1375	August 3, 1887	1897	84 00	"
Ann McNulty.....	H	587	Eleventh.....	25	1447	November 24, 1888	1898	60 00	"
James Morris.....	I	587	Eleventh.....	25	1429	August 11, 1888	1898	60 00	"
Everett W. Pattison, curator.....	S ½ A	588	Eleventh.....	32.9	1425	November 1, 1888	1898	88 50	"
Robert Brent.....	N ½ A	588	Eleventh.....	32.9	1445	November 1, 1888	1898	88 50	"
Michael Cawley.....	Pt G	588	Twelfth.....	25	1438	October 26, 1878	1888	30 00	"
Henry Scaver.....	C	588	Twelfth.....	25	1665	November 20, 1887	1897	75 00	"
Herman Luicks.....	D	588	Twelfth.....	25	1387	November 20, 1887	1897	67 50	"
Johanna Erdmann.....	E	588	Twelfth.....	25	1389	November 20, 1887	1897	67 50	"
Henry Schaefering.....	F	588	Twelfth.....	40.5 ½	1388	November 20, 1887	1897	109 20	"
August Schwanecke.....	H	588	Twelfth.....	25	1367	September 22, 1887	1897	67 50	"
John Cahill.....	Cen. pt A	589	Twelfth.....	25	1458	March 23, 1889	1899	60 00	"
Anna L. Limmenbringer.....	N pt A	589	Twelfth.....	25	1450	March 23, 1889	1899	60 00	"
John and Mary Cahill.....	a B	589	Twelfth.....	30	1416	January 15, 1888	1898	72 00	"
Mary Madden.....	N pt D	589	Thirteenth.....	35	1364	November 5, 1887	1897	52 50	"
Thos. Carroll.....	N pt E	589	Thirteenth.....	35	1374	November 5, 1887	1897	73 50	"
Margaret Mullally.....	S pt E	589	Thirteenth.....	25	1621	September 20, 1894	1904	60 00	"
Fred Fischer.....	N pt E	589	Thirteenth.....	25	1398	August 11, 1887	1897	52 50	"
Cath. Schrader, widow and minor children.....	S pt F	589	Thirteenth.....	28	1363	November 20, 1887	1897	58 90	"
Mary Heinicke.....	N pt F	589	Thirteenth.....	27.5	1391	November 20, 1887	1897	57 68	"
Chas. Schilling.....	B	590	Thirteenth.....	25	1365	September 15, 1887	1897	52 50	"
Jas. Boyle and others.....	C	590	Thirteenth.....	25	1383	September 22, 1887	1897	53 40	"
Jac. and John Bassett.....	C	589	Thirteenth.....	25	1369	September 22, 1887	1897	52 50	"
Thos. Cosgrove.....	E	590	Thirteenth.....	25	1618	October 10, 1884	1904	67 50	"
Bridget Terwilliger.....	A	590	Thirteenth.....	90	1395	September 10, 1887	1897	189 00	"
Mary H. Zwart.....	S pt D	590	Fourteenth.....	21	1399	September 15, 1887	1897	50 40	"
Jonathan Chesley.....	N pt D	590	Fourteenth.....	46.5 ½	1370	September 15, 1887	1897	104 62	"
John O'Toole.....	S pt D	591	Fourteenth.....	50	1412	October 10, 1887	1897	105 00	"
Cornelius Curtin.....	A	591	Fourteenth.....	30	1540	May 12, 1891	1901	63 00	"
Bridget Hogan.....	N pt C	591	Fourteenth.....	21	1384	October 20, 1887	1897	44 00	"

DETAILED STATEMENT OF THE EXPENSES OF EACH SCHOOL FOR YEAR ENDING JUNE 30, 1897.

SCHOOLS.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Supplies.	Free and Indigent Books.	Sundries.	Furniture—Repairs.	Fuel.	Light.	Vault Cleaning.	Rent.	Total.
Normal and High.	\$ 92,518 40	\$ 6,707 20	\$ 1,638 45	\$ 134 81	\$ 41 40	\$ 1,118 81	\$ 530 01	\$ 1,062 89	\$ 362 46	.....	.....	\$ 107,174 43
Adams	11,924 06	1,350 00	1,072 93	62 37	62 07	258 56	6 60	325 28	.....	.....	.....	15,062 86
Ames	16,872 00	1,320 00	858 13	205 44	239 08	285 44	37 95	271 27	.....	.....	.....	19,900 44
Arlington	7,470 25	1,209 20	1,291 43	179 90	167 39	62 35	17 48	181 00	10 80	\$35 28	\$121 50	10,240 87
Ashland	12,968 25	1,236 00	1,815 49	97 43	186 10	151 08	19 30	369 47	.....	60 90	.....	15,902 12
Baden	3,091 55	1,690 00	181 32	108 79	67 64	10 10	.....	60 66	.....	.....	.....	3,871 06
Bates	17,523 08	1,620 00	2,646 10	168 57	99 45	104 88	38 00	311 56	56 00	.....	.....	16,177 71
Benton	7,235 75	1,875 00	740 43	190 99	84 40	63 90	59 50	329 66	.....	166 32	.....	9,745 95
Blair	19,863 15	1,610 00	892 74	266 17	136 25	142 05	489 28	331 23	47 00	.....	.....	23,957 95
Blow	14,016 25	1,303 55	1,420 39	220 49	169 32	196 04	17 69	234 28	15 40	58 80	.....	17,632 21
Bryan Hill	14,502 40	1,170 00	798 98	78 14	281 24	121 03	11 50	268 11	.....	.....	.....	17,231 87
Carondelet	9,030 40	797 50	675 08	118 60	215 36	96 40	.....	206 05	43 30	87 85	.....	11,239 44
Carr	5,739 00	570 00	615 06	114 37	45 00	96 24	23 52	179 94	33 40	.....	.....	7,416 53
Carr Lane Branch.	9,172 75	810 00	2,285 38	88 43	178 86	131 20	71 96	292 44	24 00	.....	.....	13,035 01
Carroll	14,950 35	570 00	712 18	.....	.....	20 96	.....	51 10	1 30	.....	.....	5,687 29
Chain of Rocks	574 00	122 40	1,548 95	73 45	299 68	286 27	145 85	268 24	25 60	.....	.....	17,838 29
Charles	17,007 35	1,890 00	1,000 54	37 22	17 55	.....	.....	17 25	.....	.....	.....	17,871 76
Chouteau	11,520 65	805 00	224 18	224 18	152 33	490 93	482 69	619 75	74 40	.....	.....	22,796 42
Clay	18,518 20	1,810 00	894 58	56 53	91 78	145 47	2 80	196 14	18 40	.....	.....	13,752 26
Clinton	9,888 35	805 00	1,736 95	365 06	619 36	153 71	86 27	335 41	84 16	.....	.....	23,769 06
Clinton Branch.	5,157 20	570 00	1,657 54	281 57	230 45	237 06	280 25	226 35	10 40	.....	.....	13,691 97
Clinton Heights	177 10	.....	1,059 47	64	.....	103 73	115 86	84 64	49 20	.....	.....	7,140 10
Columbia	10,902 25	1,037 50	379 97	89 07	67 04	237 69	94 70	570 65	.....	.....	.....	18,754 54
Compton	3,054 60	355 00	803 33	106 76	32 84	23 77	.....	54 22	.....	.....	.....	4,430 52
Cote Brillante	15,867 00	1,290 00	1,747 82	145 75	105 97	141 25	24 21	298 92	.....	137 87	300 00	20,029 69
Crow	13,986 95	1,480 00	1,049 20	80 85	81 41	173 03	14 25	506 43	22 50	.....	.....	17,064 71
Des Peres	2,683 95	1,390 00	958 66	.....	.....	27 76	.....	85 38	.....	70 16	.....	4,171 91
Divol	14,295 53	1,200 00	1,063 34	103 34	146 92	141 57	2 00	330 38	10 80	.....	.....	16,911 16
Dodder	5,708 53	790 00	620 00	46 90	10 60	57 96	20 45	380 40	.....	.....	1,000 00	7,685 48
Douglas	5,192 45	780 00	835 53	65 37	166 55	66 84	.....	190 68	72 20	.....	.....	11,308 67
Dozier	8,579 00	840 00	1,629 66	43 62	103 51	172 36	160 05	218 24	.....	213 92	900 00	12,860 28

REPORT OF SECRETARY AND TREASURER AND AUDITOR. 133

Lot 1 & N } pt 2 }	1774	Kosciusko	30	1823	December 9, 1885	18 00	Permanent.
Louise Thudum.....	1774	Kosciusko.....	30	1492	November 9, 1889	25 00	"
Cath. Bender.....	1774	Kosciusko.....	50	1651	November 9, 1886	25 00	"
Wilhelmina Ernst.....	1774	Kosciusko.....	50	1469	November 9, 1889	25 00	"
Yeromika Lautermilch.....	1774	Kosciusko.....	50	1557	October 15, 1882	54 00	"
Mary McGuire.....	1836	Twenty-second.....	25	1536	October 15, 1882	27 00	"
Samuel Schweizer.....	1836	Twenty-second.....	25	1666	October 15, 1887	27 00	"
Edith Burns.....	1836	Twenty-fifth.....	25	1560	October 15, 1887	27 00	"
Phil. Corridon.....	1836	Twenty-second.....	30.6	1559	October 15, 1882	32 94	"
John Lyons.....	1836	Twenty-second.....	25	1571	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1572	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1573	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1574	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1575	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1576	October 15, 1882	37 50	"
Hector Neuhoef.....	1837	Twenty-second.....	25	1577	October 15, 1882	28 50	"
Hector Neuhoef.....	1837	Twenty-second.....	19	1578	October 15, 1882	31 92	"
Samuel Young.....	1837	Dickson.....	25	1420	March 26, 1886	45 00	"
Annie Grace.....	1837	Dickson.....	25	1555	April 1, 1891	52 50	"
Ann Tracy.....	1837	Cleary.....	25	1238	January 1, 1883	45 00	"
Chas. J. Stewart.....	1837	Cleary.....	25	1650	October 15, 1886	25 00	"
Augusta Blake.....	1837	Cleary.....	25	1631	January 20, 1886	30 00	"
Bartholomew Marty.....	1837	Cleary.....	25	1478	October 14, 1889	30 00	"
Bartholomew Marty.....	1837	Cleary.....	13	1479	October 14, 1889	15 60	"
Lorenzo Blake.....	1838	Cleary.....	25	1536	April 1, 1891	25 00	"
Pat. and Ellen Fitzgerald.....	1838	Cleary.....	25	1525	July 1, 1890	30 00	"
Melchor Wagner.....	1838	Dickson.....	25	1405	October 15, 1887	50 40	"
John Dockery.....	1838	Dickson.....	51.6	1633	July 16, 1886	103 00	"
Timothy Maloney.....	1839	Dickson.....	35	1649	December 12, 1886	84 00	"
M. Maloney.....	1839	Dickson.....	25	1437	July 24, 1886	31 50	"
Bridget Mahon.....	1839	Dickson.....	25	1419	April 12, 1886	46 80	"
Henry Zinselmeyer.....	1840	Dickson.....	69.4%	1617	August 1, 1894	75 00	"
James Burke.....	1840	Dickson.....	25	1647	November 10, 1886	60 00	"
James Kelly.....	1902	St. Louis.....	25	1519	May 1, 1890	150 00	"
Western Sash Weight Co.....	2046	First.....	50	1556	July 1, 1882	217 50	"
Goesse & Remmers.....	2276	Chouteau av.....	41.2	1465	June 3, 1889	49 40	"
Philip & Marg't McKnight.....	2345	Maiden Lane.....	18	1477	August 16, 1889	21 60	"
Mary O'Neil.....	2345	Maiden Lane.....	32	1470	August 16, 1889	38 40	"
Mary E. Burdiss.....	2345	Maiden Lane.....	25	1655	January 9, 1887	30 00	"
Philip & Marg't McKnight.....	2345	Maiden Lane.....	25	1473	February 1, 1886	30 00	"
Sarah E. Hoffman.....	2345	Maiden Lane.....	25	1421	February 23, 1886	30 00	"
James B. Smith.....	2347	Maiden Lane.....	25	1421	February 23, 1886	30 00	"

LIST OF LEASED LANDS—Continued.

NAME OF LESSEE.	DESCRIPTION OF PROPERTY.				No. of Lease.	Lease Begins.	Expires.	Annual Rent.	Fund.
	Lot.	City Block.	Street on which Lot Fronts.	Feet Front.					
Geo. and Mary Higgins.....	W ¼ 46	2347	Maiden Lane.....	25	1489	June 2, 1890	1900	\$ 30 00	Permanent.
Mary Stuart.....	W ½ 50	2347	Maiden Lane.....	25	1472	August 23, 1890	1899	30 00	"
Julia Colony.....	W ¼ 52	2317	Maiden Lane.....	25	1599	April 14, 1894	1904	37 50	"
Taylor Stewart, Tr.....	5 & 6	3599	Margaretta.....	59.6	1517	April 1, 1890	1900	35 70	"
J. R. Warren.....	4759		Watson Road.....	1 acre	1629	January 1, 1896	1901	60 00	Building.
Peter Rasmussen.....	US Sur 2553	T45 R6	.....	54.65 act's	1616	November 1, 1894	1897	100 00	"
Philip Hamilton.....	Lot 4	Dorsetts Hom'd.	.....	39.61 act's	1385	March 1, 1893	1898	120 00	"

LIST OF UNLEASED LANDS BELONGING TO THE BOARD
JUNE 30, 1897.

Block.	Street or Avenue.	Lot.	Feet Front	Feet Deep.	Fund.
892	Ninth.....	3	25 ft.	128 ft. 11 in.	Permanent
202	Merchant	1	30 ft.	107 ft.	"
1355	California	38	25 ft.	125 ft.	Building.
1478	Minnesota.....	23 & 24	50 ft.	125 ft.	"
1836	Twenty-second		4 ft. 6 in.	127 ft. 6 in.	Permanent.
2045	First.....		235 ft.		"
2346	Maiden Lane.....	W ¼ 39	25 ft.	140 ft.	"
2347	Maiden Lane.....	W ¼ 43	25 ft.	132 ft.	"
3599	Margaretta	3 and 4	59 ft. 6 in.	140 ft.	"
3599	Margaretta	7 and 8	60 ft.	140 ft.	"
3910 N.	Olive.....		65 ft.	162 ft. 6 in.	"
272	{ Four floors & base- ment, Board of Education Bldg. }				Perm't & Bldg.

IN ST. LOUIS COUNTY.

Township 45, Range 5, Spanish Grant—31 acres. Building Fund.

Lots 5, 6, 27, 33, 34, 39, 42 and half of 57 (Quinette's Subdivision), 50.23 acres.
Building Fund.

TABLE I.
SHOWING NAMES, DIMENSIONS AND VALUE OF SCHOOL BUILDINGS, SIZE AND VALUE OF GROUNDS, FOR JUNE, 1887.

No. of Buildings.	Average Number of Teachers.	When Built.	Value of Building.	Value of Land.	Size of Lot.	Size of Houses.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Heated.
NAME OF SCHOOL.											
1 Normal and High.....	67	1883	\$ 364,846 10	\$38,500 00	183 x 370	135 x 108	2	10	Irregular.	3108	Steam.
2 Adams.....	22	1878		3,850 00	160 x 122.6	94 x 64.5	2	10	36 x 30	1084	Steam.
Adams, New.....	22	1884	73,911 04		110 x 122.6	90 x 64	2	10	36 x 30	1084	Steam.
2 Ames.....	31	1873	89,113 68	10,100 00	147 1/2 x 252 1/2	76 x 106	2	15	36 x 36 1/2	1145	Steam.
2 Arlington (Br. rented).....	13	1881	33,727 04	3,890 00	200 x 200	70.4 x 81	2	12	36 x 36	514	Purduces.
1 Ashland.....	23	1873	66,178 14	2,590 00	138 x 216	40 x 60	2	4	36 x 30	102	Steam.
1 Baden.....	5	1883	11,000 00	835 00	108 x 125	26 x 60	2	16	37 x 30	300	Steam.
1 Bates.....	21	1879	51,974 92	6,440 00	120 x 216	60 x 140	2	16	37 x 30	801	Steam.
1 Benton.....	12	1884	61,412 20	4,271 90	150 x 253	80 x 100	2	15	37 x 30	653	Hot Blast & Stm.
2 Blair Kindergarten.....	39	1882	86,106 00	9,320 00	170 x 190	102 1/2 x 63	2	15	36 x 36	1380	Steam.
3 Blow.....	24	1885			245 x 295	54 x 103	2	11	36 x 30	1080	Steam.
Blow Addition.....	25	1887		4,050 00	110 x 200	34 x 110	2	4	36 x 30	863	Steam.
1 Bryan Hill.....	16	1871	51,617 64	4,000 00	138 x 155	65 x 105	2	12	37 x 30	934	Purduces.
1 Carondelet.....	11	1885	36,333 02	5,320 00	76 x 150	34 x 74	2	12	35 x 30	868	Steam.
2 Carr Lane.....	22	1870	43,654 37	6,750 00	75 x 100	33 x 75	2	10	30 x 30	1013	Steam & Fur.
1 Carr Lane Branch.....	24	1875	8,675 00	2,620 00	140 x 100	88 x 75	2	10	30 x 30	1317	Hot Blast & Stm.
1 Carroll.....	30	1885	48,595 01	11,200 00	120 x 240	80 x 104.5	2	4	30 x 30	724	Steam.
3 Charles.....	22	1873	96,328 33	5,000 00	120 x 240	47.5 x 55.4	2	12	37 x 30	44	Slave.
Charles Branch.....	30	1880	49,033 80	6,000 00	125 x 190	64 1/2 x 34	2	12	37 x 30	1405	Steam.
Charles Kindergarten.....	22	1884					2	6	37 x 30	1232	Purduces.
1 Chouteau.....	35	1880					2	12	36 x 30	1232	Steam.
1 Chain of Rocks.....	1	1850					2	12	36 x 30	1232	Steam.
3 Clay.....	35	1881	71,446 22	10,000 00	210 x 250	74 x 57	2	6	37 x 30	1232	Steam.
Clay Branch.....	35	1881					2	6	37 x 30	1232	Steam.
Clay Kindergarten.....	35	1878	38,984 60	10,170 00	180 x 170	46 x 72	2	6	37 x 30	1232	Steam.
2 Clinton.....	24	1888	18,800 00	6,250 00	125 x 131	54.4 x 75.5	2	12	36 x 30	1232	Steam.
Clinton Branch.....	24	1877					2	12	36 x 30	1232	Steam.

1	Columbia.....	20	1895	87,111 95	6,500 00	125 x	128.6	80	x	145	3	24	27	x	30	908	Hot Blast&Stm.
1	Compton.....	5	1898	8,000 00	3,750 00	136 x	150	33	53	53	4	24	24	x	28	256	Steam.
2	Cote Brillante (Br. Rented)	27	1870	69,212 42	7,959 00	200 x	318	65	112 4	112 4	3	21	27	x	30	1089	Steam.
2	Crow Branch.....	22	1880	52,626 55	16,475 00	202 x	275%	67 1/2	x	x	2	6	27	x	29	936	Steam.
1	Des Peres.....	4	1873	8,675 00	2,890 00	145 x	160	61	x	93	2	4	24	x	29	228	Furnaces.
2	Divoll.....	23	1872	45,134 34	10,000 00	118 x	200	76	x	80%	2	19	26	x	29	1062	Stoves.
1	Dodier.....	9 Rented									2	8	24	x	30	712	Furnaces.
1	Douglas.....	14	1870	38,000 00	4,840 00	121 x	125	76	x	80%	2	9	27	x	30	709	Hot Blast Furn.
1	Dozier.....	15	1888	64,477 00	17,750 00	155 x	190	41 1/2	x	59 1/2	2	4	27	x	30	490	Steam.
1	Elliot.....	11	1868	36,000 00	18,750 00	125 x	150	56	72	80 5	3	12	26	x	29	999	Steam.
2	Elleardsville (Kg. Rented)...	25	1873	50,000 00	3,850 00	135 x	192	89	x	94%	3	18	24	x	28	940	Furnaces.
2	Franklin Kindergarten.....	22	1877	32,700 00	8,040 00	134 x	140	70	x	100	3	12	26 1/2	x	29	432	Furnaces.
1	Freobel.....	10	1885	36,804 75	3,750 00	125 x	128.6	30	x	54	1	8	27	x	30	103	Hot Blast&Stm.
1	Gardenville.....	2	1897	11,684 93	1,500 00	.....	.....	80	x	34	1	2	26	x	31	1248	Steam.
3	Garfield.....	34	1882	81,826 89	6,380 00	249 1/2 x	150	64	x	69%	3	6	27	x	30	590	Steam.
1	Garfield Kindergarten.....	16	1883	42,420 40	5,165 92	127 1/2 x	200	33	x	45	3	12	27	x	30	393	Furnaces.
2	Gratiot (1 Rented).....	10	1882	20,000 00	2,700 00	150 x	269 1/2	75 1/2	x	78 1/2	3	6	25	x	28	206	Hot Water.
1	Gravois.....	4	1867	16,197 55	1,275 00	85 x	125	33	x	53	3	4	25	x	30	764	Hot Blast&Stm.
2	Hamilton.....	17	1859	40,000 00	4,000 00	133 x	168	32	x	58	2	13	24	x	30	296	Steam.
1	Harrison.....	6	1895	23,157 22	5,257 25	110 x	310	80	x	64.5	1	4	27	x	30	1313	Steam.
1	Hodgen.....	31	1884	88,083 05	10,125 00	135 x	225	63	x	193	3	24	25	x	30	1140	Steam.
3	Humboldt.....	27	1870	58,220 41	8,925 00	157 x	186	76	x	80%	3	8	25	x	28	1403	Steam.
2	Humboldt Addition.....	35	1882	53,188 00	8,750 00	128 x	250	76	x	8-	3	20	27	x	30	583	Hot Water.
1	Irving Addition.....	18	1859	20,000 00	3,750 00	130 x	150	32	x	78	2	13	24	x	28	1350	Hot Blast&Stm.
2	Jackson.....	44	1872	91,268 22	12,900 00	132 x	215%	51	x	62 1/2	3	12	27	x	30	568	Steam.
1	Jefferson (New).....	17	1870	36,000 00	25,000 00	125 x	128	76	x	84	3	10	24	x	30	908	Furnaces.
2	Lafayette.....	22	1888	45,349 72	4,500 00	140 x	150	33	x	73	3	6	27	x	30	1217	Steam.
2	Lafayette Branch.....	25	1878	36,452 42	13,750 00	120 x	150	66	x	72	3	8	26	x	28	469	Furnaces.
1	Lincoln Branch.....	10	1876	20,000 00	Leased	.....	.....	32	x	58	2	13	27	x	30	677	Hot Water.
1	Loupfellow.....	10	1891	28,173 04	2,000 00	200 x	200	65	x	94	3	10	26	x	28	1384	Hot Water.
1	Lowell.....	17	1882	44,827 00	2,625 00	150 x	236	68	x	71	3	6	26	x	28		
3	Lyon.....	32	1868	55,000 00	9,000 00	124 x	225	56	x	42	2	4	26	x	28		
1	Lyon Branch.....	32	1882	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	Lyon Branch (Rented).....	32	1876	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Rebuilt.

TABLE I—Continued.
SHOWING NAMES, DIMENSIONS AND VALUE OF SCHOOL BUILDINGS, SIZE AND VALUE OF GROUNDS, FOR JUNE, 1897.

No. of Buildings.	NAME OF SCHOOL.	Average Number of Teachers.	When Built.	Value of Building.	Value of Land.	Size of Lot.	Size of Houses.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Heated.
2	Madison	30	1855	\$36,000 00	\$ 6,750 00	100 x 134	64 x 70	3	12	28 x 28	1506	Steam.
2	Madison (New)	30	1878	30,024 62	8,980 00	148 x 150	40 x 100	2	12	26 x 28	409	Furnaces.
2	Verance	13	1870	15,000 00	2,020 00	125 x 135	32 x 58	2	8	24 x 30	862	Steam.
1	Marquette	22	1892	82,463 00	24,000 00	142½ x 255	73½ x 90½	3	12	25½ x 29½	862	Hot Blast & Stm.
1	Marquette Addition	22	1894				80 x 74	2	8	27 x 30	586	Furnaces.
1	Murphy	18	Leased				30 2 x 54 2	3	10	Irregular.	301	Furnaces.
3	Oak Hill Branch	10	1873	8,000 00	2,080 00	208 x 209	45 x 61	2	3	Irregular.	914	Stoves.
3	Oak Hill Branch	10	Rented					2	2	Irregular.		Stoves.
3	O'Fallon Branch	21	1870	46,765 00	5,775 00	127 x 192	66 x 72	3	12	27 x 30	1094	Steam.
2	O'Fallon Branch	21	1870				33 x 75	2	4	26 x 28		Steam.
2	Peabody Kindergarten	24	1872	63,379 47	10,090 00	120 x 278	72 x 96	3	15	27 x 28½	880	Steam.
1	Peabody Kindergarten	22	1898	72,077 34	61,125 00	140 x 175	33 x 53	3	12	27 x 30	700	Steam.
1	Penrose Addition	16	1894	36,593 35	7,200 00	90 x 140	76 x 80½	3	6	27 x 30	1272	Steam.
1	Pestalozzi	31	1872	75,009 34	7,815 00	130 x 131	65 x 71	3	24	26½ x 30	763	Steam.
1	Pope	20	1889	55,761 37	9,140 00	153 x 228½	65 x 80	3	9	26 x 30	350	Furnaces.
1	Riddick	20	1894	12,000 00	2,500 00	125½ x 150	56 x 65½	2	7	Irregular.	370	Furnaces.
1	Riddick Addition	10	1870				Irregular.	2	8	25 x 28	604	Furnaces.
1	Rock Spring	9	1898	35,197 93	1,870 00	168½ x 236	41½ x 50½	2	8	22 x 23	1182	Stoves.
1	Roe	15	1870	19,539 32	900 00	¾ acre.	33 x 57	2	4	27 x 30	746	Stoves.
3	Shaw Addition	30	1893	30,000 00	4,000 00	100 x 160	32 x 58	2	12	24 x 30	1494	Steam.
3	Shepard Branch	30	Rented	30,000 00	4,000 00	100 x 175	39 x 74	3	6	Irregular.		Steam.
1	Shepard Branch	28	Purc'd	52,000 00	8,400 00	120 x 127½	74 x 118	3	16	28 x 30		Steam.
1	Shields	29	1873	72,000 00	19,625 00	135 x 293	72 x 98	2	13	26 x 28		Steam.
2	Stoddard Branch	29	1878				54 x 75.5	2	13	25 x 28		Steam.

1 Walnut Park.....	2 Rented	55,460 96	8,100 00	180 x 180	80 x 80	1	2	Irregular.	72	Stoves.
1 Washington.....	13 1883	70,000 00	10,000 00	300 diam. or	50 x 80	3	12	27 x 30	661	Steam.
2 Webster.....	13 1886			1 1/2 acres	48 x 32	3	12	27 x 30	1280	Hot Water.
2 Webster (New).....	32 1870						13	27 x 23		Furnaces.
1 Sumner High.....	12 1859	30,000 00	60,000 00	152 x 150	68 x 80 1/2	3	12	28 x 32	640	Stoves.
1 Aldridge.....	1 1882	5,000 00	1,000 00	125 x 200	33 x 42	1	2	20 x 30	83	Furnaces.
1 Attucks.....	12 1887	16,082 31	4,000 00	60 x 142	40 x 68 1/2	3	11	Irregular.	440	Furnaces.
1 Banneker.....	11 1885	18,077 90	2,000 00	100 x 136	64 x 38 1/2	3	9	25 x 30	382	Stove.
1 Belt Ave.....	1 Rented					1	1	16 x 34 1/2	40	Furnaces.
1 Delany.....	7 1873	6,675 00	5,285 00	150 x 193 1/2	38 x 61	2	6	Irregular.	207	Furnaces.
2 Dessalines.....	14 1871	20,000 00	7,625 00	152 x 150	48 x 35	2	6	18 x 30	489	Steam.
1 Dessalines Branch.....	24 1889				60 1/2 x 94	3	18	25 x 30		Hot Blast & Stm.
1 Dumas.....	4 1885	52,917 13	8,000 00	100 x 147	57 x 94	3	3	Irregular.	901	Stoves.
1 Garnett.....	22 1885	6,000 00	2,250 00	150 x 150	Irregular.	1	3	27 x 30	136	Hot Blast & Stm.
3 L'Ouverture.....	13 1885	55,459 16	6,500 00	144 x 131	58 x 132	3	19	27 x 30	850	Stoves.
1 Simmons.....	13 1885	12,000 00	1,250 00	125 x 160	67 x 59 1/2	2	8	Irregular.	384	Furnaces.
1 Vashon.....	2 1882	4,200 00	380 00	63 x 172	33 x 45	1	2	28 x 30	85	Furnaces.
1 Wheatley.....	9 1885	25,436 18	3,000 00	75 x 120	80 x 64 1/2	2	6	27 x 30	315	Furnaces.
Number of Music and Drawing Teachers, etc.....	28									
Total.....	1594						1215		62,778	

*Rebuilt.

TABLE II.
SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.	PUPILS ATTENDING—DAYS.										Total.	Not Absent.	Not Tardy.	No. of Cases of Tardiness.	Readmitted.	Transferred to other Schools.	Total.
	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.						
Normal and High	378	788	69	40	38	223	267	35	41	24	55	1858	597	1286	1404	259	1958
Adams	13	387	185	55	77	47	49	47	50	51	31	1022	17	741	646	472	104
Ames	48	758	203	94	68	49	55	53	65	38	61	1492	67	1381	213	640	160
Arlington	11	271	154	77	48	28	21	31	40	21	46	748	16	562	374	240	80
Ashtland	30	421	194	98	78	48	48	35	48	59	26	1085	51	903	541	469	110
Baden	...	64	50	18	11	8	4	10	11	19	4	189	1	113	331	100	28
Bates	21	350	139	68	55	41	56	54	61	62	90	987	32	975	241	412	104
Benton	4	212	94	39	27	22	19	19	33	13	16	498	4	324	411	185	40
Blair	36	523	209	153	136	193	78	47	133	53	52	1613	92	1426	287	452	74
Blow	47	533	196	96	59	57	68	65	58	65	66	1300	55	1157	553	659	84
Bryan Hill	30	594	210	104	72	41	54	60	71	34	41	1311	30	1096	433	493	56
Carondelet	21	295	119	73	59	38	29	22	42	29	55	782	39	907	125	418	54
Carr	3	154	69	41	29	20	24	28	26	15	83	492	3	405	263	169	83
Carr Lane	29	315	134	88	63	57	51	63	61	61	35	957	33	782	324	446	114
Carroll	59	662	196	70	33	43	37	26	25	43	47	1241	64	1162	121	518	103
Chain of Rocks	...	3	10	10	5	2	2	2	2	3	1	33	1	31	2	11	33
Charless	125	788	240	94	50	55	44	29	57	45	35	1562	149	1447	319	631	105
Chouteau	12	427	202	95	55	49	42	46	42	36	43	1049	12	690	690	495	114
Clay	86	828	241	122	101	55	97	76	105	98	58	1865	115	1871	94	587	100
Clinton	27	625	215	106	79	54	51	58	50	55	63	1383	46	872	838	612	110
Columbia	13	391	207	104	93	41	43	37	41	39	52	1081	13	817	513	292	86
Compton	13	116	51	35	11	6	9	6	10	23	2	273	4	212	84	164	66
Cote Brillante	18	569	243	109	70	64	69	58	56	67	66	1389	41	1103	779	1213	120
Crow	30	582	181	77	57	55	65	51	42	45	75	1224	75	907	442	601	103
Des Peres	13	75	38	24	14	17	14	11	8	2	4	220	16	184	118	112	47
Divoll	29	515	177	96	53	52	40	40	53	49	48	1162	48	885	1000	643	160
Dodier	5	226	98	35	20	19	90	18	18	4	6	539	12	405	154	243	21
Douglas	7	260	123	63	37	36	49	33	49	44	46	747	9	727	228	370	100

Dozier	6	370	184	73	42	27	31	24	26	28	35	31	841	9	502	765	435	63	901
Elliot	15	117	56	42	27	38	29	34	39	35	490	19	368	198	198	65	525		
Ellerdsville	64	431	203	83	69	75	62	46	61	60	1207	64	1051	306	424	129	1336		
Franklin	10	303	133	98	89	54	53	63	82	80	1016	18	778	629	491	121	1137		
Froebel	8	248	78	39	19	20	17	22	14	21	13	499	72	484	17	227	93	592	
Gardenville	3	830	272	144	90	40	28	13	2	1	54	38	1549	23	16			54	
Gardfield	44	866	116	61	38	36	63	34	57	41	1637	79	1549	221	686	133	1770		
Garfield	25	166	87	31	24	23	25	23	33	29	772	25	654	220	331	72	844		
Grant	6	166	87	31	24	23	25	23	33	29	772	25	654	220	331	72	844		
Gratrot	1	56	32	11	14	6	4	3	2	2	430	12	284	282	185	19	449		
Gravols	1	56	32	11	14	6	4	3	2	2	430	12	284	282	185	19	449		
Hamilton	11	278	113	36	26	26	25	36	30	45	79	715	13	521	47	266	63	778	
Harrison	2	113	62	48	22	15	27	24	20	19	15	362	4	285	134	189	33	385	
Hodges	29	816	245	107	75	50	67	46	71	45	32	1583	39	1265	403	626	101	1684	
Humboldt	42	556	210	187	60	58	58	62	83	24	27	1367	56	1346	60	504	199	1466	
Iring	45	934	287	114	61	56	62	72	51	48	21	1771	45	1644	318	622	130	1901	
Jackson	57	824	103	36	27	20	25	32	36	57	82	1691	70	1064	74	517	76	836	
Jefferson	34	814	258	115	70	65	47	59	57	90	82	1691	70	1064	74	517	76	836	
Lacade	8	210	101	56	34	42	51	38	32	41	61	670	23	589	240	327	57	727	
Larayette	37	520	156	69	48	29	37	43	41	44	22	1046	46	1115	51	376	92	1138	
Lincoln	15	468	224	126	69	59	62	63	63	61	81	1290	19	978	241	584	19	1300	
Longfellow	8	136	90	42	29	26	18	20	20	13	31	453	12	385	75	232	49	482	
Lowell	38	224	195	85	50	21	17	38	34	31	26	759	64	692	140	305	36	795	
Lyon	48	749	251	123	76	67	77	55	60	50	55	1611	67	1441	282	710	105	1716	
Madison	47	775	223	131	62	71	82	34	54	30	30	1694	57	1536	175	624	107	1711	
Maramec	6	229	126	88	47	53	37	37	43	37	36	1290	21	736	913	623	59	763	
Marquette	12	504	255	131	64	53	58	24	47	28	35	680	26	679	46	251	35	725	
Mullanphy	21	281	82	63	22	19	30	21	29	46	46	521	68	369	152	206	14	535	
Oak Hill	58	155	72	23	73	49	60	39	72	58	53	934	22	865	242	430	100	1064	
O'Fallon	16	297	146	101	71	43	66	39	38	38	38	1311	27	979	900	554	101	1412	
O'Leahody	21	638	198	113	71	43	66	39	38	38	38	1311	27	979	900	554	101	1412	
O'Leahody	12	377	137	63	44	38	21	45	42	44	100	949	25	966	103	364	97	1046	
O'Leahody	22	325	124	67	57	41	48	50	44	44	46	868	52	784	216	362	107	975	
O'Leahody	12	325	124	67	57	41	48	50	44	44	46	868	52	784	216	362	107	975	
O'Leahody	47	724	225	124	62	80	72	91	81	63	59	1584	21	1024	315	555	117	1257	
O'Leahody	11	438	203	91	81	49	48	48	55	18	13	442	9	388	117	199	54	496	
O'Leahody	8	193	54	42	36	21	20	22	10	18	13	442	9	388	117	199	54	496	
O'Leahody	6	133	63	33	20	11	12	9	10	9	12	318	6	230	189	173	31	349	
O'Leahody	5	196	198	123	78	37	55	20	47	32	23	814	13	791	193	146	69	883	
O'Leahody	53	758	230	123	63	49	62	59	73	61	41	1562	74	1479	117	749	83	1645	
O'Leahody	13	319	187	119	60	57	48	79	72	102	100	1166	45	1121	151	890	69	1225	
O'Leahody	17	552	303	157	95	57	60	78	60	77	88	1544	33	783	1923	683	179	1723	
O'Leahody	6	280	128	68	43	26	24	32	35	29	90	3	75	156	46	1	91		
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310	381	78	787	
O'Leahody	64	841	170	94	70	65	64	41	61	40	38	709	9	581	310				

TABLE II—Continued.
SHOWING CHARACTER OF ATTENDANCE OF PUPILS IN EACH SCHOOL FOR THE YEAR 1886-97.

NAMES OF SCHOOLS.	PUPILS ATTENDING—DAYS.										Total.	Not Absent.	Not Tardy.	No. of Cases of Typhoid.	Readmitted.	Transferred to other Schools.	Total.
	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.							
Sumner High . . .	26	113	22	25	13	23	11	10	9	0	10	297	38	40	303	36	297
Sumner	3	13	21	30	15	15	14	10	10	10	14	155	10	20	214	45	100
Aldridge	3	2	3	7	11	1	7	6	5	4	8	40	1	0	104	28	40
Attucks	3	70	49	35	26	41	27	32	47	80	51	411	12	142	1208	105	415
Baunecker	4	94	132	26	32	22	33	27	30	52	55	510	7	274	521	230	583
Belt Avenue	3	12	6	15	4	4	3	8	1	1	4	53	7	43	50	16	50
Delany	3	40	43	28	30	22	16	16	22	30	47	297	6	147	403	150	297
Dessalines	7	75	70	54	45	34	32	33	41	47	40	487	7	105	1740	207	400
Dumas	21	323	105	183	91	98	66	75	104	100	110	1295	43	638	1140	410	1291
Garnett	3	23	31	16	7	12	5	11	15	11	14	145	1	74	285	142	152
L'Ouverture	3	292	123	173	86	64	60	68	40	60	70	665	46	502	842	84	1027
Simmons	7	165	80	71	52	29	43	40	40	40	37	624	20	307	1254	123	1040
Vasson	7	22	14	10	7	6	4	7	10	13	10	114	2	50	175	50	130
Wheatley	74	65	65	56	38	40	26	17	31	16	27	360	0	76	1063	244	463
Total	2177	30071	11706	6252	4115	3526	3575	3003	3505	3257	345874824	334000784	433167	31200	56384	56384	36402

TABLE III.

SHOWING THE NUMBER OF PUPILS OF DIFFERENT AGES REGISTERED IN EACH SCHOOL FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.													
Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years and over.	Total.	Received by Transfer.	Total.
Normal and High.													
Ames	150	182	198	126	101	113	82	98	242	422	1205	1958	1958
Ames	227	294	218	187	164	147	134	95	61	26	12	96	1080
Arlington	112	112	83	91	82	89	65	54	14	1	1	60	1841
Ashtland	131	179	124	117	136	123	96	46	15	6	1	86	142
Baden	20	15	34	30	26	24	22	14	12	2	1	16	1068
Bates	215	167	147	107	118	99	68	52	21	3	3	1006	1006
Benton	73	64	65	57	37	70	46	37	21	10	2	483	538
Blair	275	88	109	180	171	208	191	182	133	44	35	1611	1611
Blow	121	138	155	131	134	119	134	131	125	86	50	1324	1324
Bryan Hill	232	135	163	166	131	121	127	75	32	8	3	1293	1293
Carondelet	84	76	141	132	99	86	88	54	33	10	2	805	836
Carr	167	113	78	72	52	23	15	2	3	4	6	525	575
Carr Lane	122	152	119	117	99	100	86	80	44	13	2	938	1071
Carroll	201	227	176	156	150	135	126	60	22	2	2	1297	1344
Chain of Rocks	5	2	5	4	2	3	3	3	2	2	2	33	33
Charles	130	216	216	203	171	161	154	132	102	56	23	1564	1667
Chouteau	195	85	213	210	123	114	88	94	6	6	1	1068	1163
Clay	263	310	237	178	227	180	170	145	100	45	16	1890	1965
Clinton	126	177	164	163	149	145	166	114	90	39	24	1379	1403
Columbia	14	61	165	155	131	162	99	105	69	41	10	1015	1147
Compton	54	53	58	58	41	23	17	8	1	1	1	315	338
Cote Brillante	167	106	178	160	140	146	154	108	55	23	23	1403	1509
Crow	138	166	107	102	120	100	137	123	108	75	29	1195	1327
Des Peres	39	62	46	47	30	11	4	1	1	1	1	27	267
Divoll	150	253	176	123	82	86	86	66	64	53	54	1190	1312
Dodder	359	131	28	8	1	78	87	46	19	6	1	527	560
Douglas	90	136	108	103	118	1	87	46	19	6	1	791	847

TABLE III.
SHOWING THE NUMBER OF PUPILS OF DIFFERENT AGES REGISTERED IN EACH SCHOOL FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.													
Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years.	Fourteen Years.	Fifteen Years.	Sixteen Years and over.	Total.	Received by Transfer.	Total.
Normal and High.													
Adams	150	162	168	126	91	113	82	242	422	1205	1058	...	1058
Anes	227	294	218	187	164	147	134	61	26	12	1080	96	1126
Arlington	112	93	91	82	89	65	54	28	5	1	1541	60	1601
Ashtand	131	119	124	117	136	123	125	46	14	6	1742	86	1828
Baden	20	15	34	30	28	24	22	14	2	2	201	16	217
Bates	215	167	147	107	118	99	68	52	21	3	1008	96	1101
Benton	73	64	65	57	37	70	46	37	9	3	483	58	548
Blair	275	86	106	190	171	208	191	182	10	35	1611	76	1687
Blow Hill	121	138	155	131	134	119	134	131	125	86	1324	60	1384
Bryan Hill	232	235	163	166	131	121	127	75	32	8	1263	74	1337
Carondelet	84	76	141	132	99	86	88	54	3	2	906	31	936
Carr	167	113	78	72	52	23	15	2	...	...	525	50	575
Carr Lane	122	152	119	117	99	100	86	80	13	6	888	133	1021
Carroll	201	227	176	138	150	135	126	60	22	2	1237	107	1344
Chain of Rocks.	5	2	5	4	2	3	3	2	...	...	33	...	33
Charles	130	216	216	208	171	161	154	132	56	23	1564	103	1667
Chouteau	195	45	213	210	123	114	88	34	6	...	1088	96	1163
Clay	263	310	237	178	237	180	170	145	45	16	1890	75	1965
Clinton	126	177	108	163	149	135	156	114	39	24	1379	114	1493
Columbia	14	64	168	185	131	162	99	105	41	10	1015	132	1147
Compton	54	63	83	88	41	23	17	8	1	...	315	23	338
Cote Brillante	167	106	178	160	140	146	154	108	55	25	1403	106	1509
Crow	138	186	107	102	120	100	137	123	108	75	1195	132	1327
Des Peres	39	62	46	47	30	11	4	1	...	...	267	27	294
Divoll	150	253	176	129	82	86	86	64	53	54	1190	113	1312
Dodder	359	131	28	103	8	...	...	...	...	...	240	33	273
Douglas	90	136	108	103	118	78	87	46	6	...	791	56	847

TABLE IV.
SHOWING THE NUMBER OF PUPILS AS REPRESENTED BY THE DIFFERENT OCCUPATIONS OF THEIR PARENTS OR
GUARDIANS FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.	Agriculture, Etc.		Electric Service.		Manufac- turing and Mechanical Pursuits.		Mercantile Business and Trad- ing.		Personal Service.	Professional Service.	Public Employ- ment.	Transportation.	Unskilled Labor.	Unclassified.	Total.	Received by Transfer.	Total.
	Propri- etor.	Em- ployee.	Propri- etor.	Em- ployee.	Propri- etor.	Em- ployee.	Propri- etor.	Em- ployee.									
Normal and High.....	11	157	103	418	375	45	230	98	67	17	303	1058	1058	1058	1058	1058	1058
Adams.....	16	32	369	16	142	53	33	65	145	85	60	1030	1030	1030	1030	1030	1030
Ames.....	48	33	490	50	121	110	24	24	151	333	27	1541	1541	1541	1541	1541	1541
Arlington.....	6	190	215	83	118	110	27	55	40	21	38	742	742	742	742	742	742
Ashland.....	27	170	228	107	118	43	11	27	63	104	131	1048	1048	1048	1048	1048	1048
Baden.....	12	43	5	47	15	6	11	36	2	40	17	201	201	201	201	201	201
Bates.....	28	115	107	139	100	73	43	10	32	52	70	1400	1400	1400	1400	1400	1400
Beuton.....	5	24	140	33	83	220	105	10	330	38	62	483	483	483	483	483	483
Blair.....	17	60	268	48	486	122	105	63	181	194	63	1011	1011	1011	1011	1011	1011
Blow.....	4	42	282	101	131	117	117	104	134	172	141	1324	1324	1324	1324	1324	1324
Bryan Hill.....	1	78	392	84	130	308	32	61	68	105	30	1283	1283	1283	1283	1283	1283
Carondelet.....	7	1	23	4	64	79	21	71	58	300	45	625	625	625	625	625	625
Carr Lane.....	11	33	47	103	23	79	13	31	40	161	27	60	161	161	161	161	161
Carroll.....	8	9	65	114	107	35	18	27	80	100	12	70	100	100	100	100	100
Chain of Rocks.....	13	5	545	75	131	148	27	12	70	100	30	1237	1237	1237	1237	1237	1237
Charles.....	14	211	392	200	210	100	33	78	120	121	70	1644	1644	1644	1644	1644	1644
Chouteau.....	4	3	479	80	78	52	30	16	130	152	28	1008	1008	1008	1008	1008	1008
Clay.....	12	117	583	103	165	100	42	53	89	483	130	1840	1840	1840	1840	1840	1840
Clinton.....	9	84	227	103	176	108	61	70	100	120	141	1370	1370	1370	1370	1370	1370
Columbia.....	7	13	34	257	114	159	88	20	70	105	99	1015	1015	1015	1015	1015	1015
Compton.....	5	33	67	67	10	18	10	5	14	10	21	315	315	315	315	315	315
Cote Brillante.....	6	5	46	107	330	20	46	72	77	106	110	1403	1403	1403	1403	1403	1403
Crow.....	7	28	106	103	370	21	107	50	13	30	124	1195	1195	1195	1195	1195	1195
Des Peres.....	2	28	70	21	20	8	9	6	6	30	34	240	240	240	240	240	240
Divoll.....	3	145	182	207	217	100	55	41	24	8	117	1100	1100	1100	1100	1100	1100
Dodier.....	7	45	180	50	75	54	18	23	40	8	8	527	527	527	527	527	527

Douglas	9	27	359	36	57	56	32	18	55	73	69	791	56	847
Dozier	11	62	58	218	268	7	88	12	35	8	48	791	90	904
Elliot	6	34	61	30	268	154	10	6	51	16	48	814	90	904
Ellardville	12	95	330	132	100	186	17	58	75	98	82	456	69	525
Franklin	8	70	238	261	150	186	48	12	45	98	82	1228	108	1336
Kroebel	4	34	200	22	73	39	7	30	29	36	52	1035	102	1137
Gardenville	29	9	.....	1	.....	.....	.....	.....	.....	.....	.....	547	15	692
Gardenville	32	81	316	154	368	94	67	69	267	115	24	39	45	51
Grant	12	77	285	72	69	30	18	27	54	74	28	1010	160	1770
Gratot	7	11	110	16	37	47	4	10	11	128	16	745	90	844
Gravels	7	15	53	6	17	6	2	2	7	17	1	414	35	449
Hamilton	5	63	240	45	92	42	20	38	85	87	22	745	53	178
Harrison	14	10	130	14	45	42	81	65	133	38	108	1356	59	535
Hodges	8	16	313	251	339	76	81	65	133	38	108	1356	59	535
Humboldt	4	12	496	185	307	127	8	23	121	233	104	1380	77	1466
Irving	13	210	613	133	271	95	44	80	110	103	140	1782	119	1901
Jackson	5	179	135	133	307	127	15	37	62	76	40	800	38	886
Jefferson	2	300	382	535	194	114	35	10	32	68	7	1680	87	1767
Lafayette	1	10	100	150	27	142	18	23	28	191	.....	700	27	727
Lafayette	2	10	524	65	62	83	15	14	66	172	21	1039	99	1138
Lincoln	5	83	104	100	312	141	59	95	140	33	46	1217	92	1369
Longfellow	21	4	16	200	9	69	12	80	37	20	15	461	21	482
Lowell	18	3	31	186	22	41	74	72	35	145	105	746	49	765
Lyon	7	6	123	504	145	108	36	43	130	184	241	1616	100	1716
Madison	2	4	129	298	252	126	47	65	93	207	138	1557	154	1711
Marmec	20	8	47	242	35	70	24	14	69	53	70	723	40	763
Marquette	9	1	120	69	322	83	160	45	34	10	22	1216	67	1283
Mullaphy	2	2	328	50	63	40	6	16	105	60	5	690	35	725
Oak Hill	20	9	.....	19	23	12	5	6	4	240	94	438	87	535
O'Fallon	2	80	260	68	85	87	4	27	78	141	108	972	82	1054
Pearbody	3	7	108	130	248	84	74	52	110	62	116	1277	135	1412
Penrose	12	11	50	304	146	51	30	76	92	58	1	983	183	1046
Pestolozzi	1	3	16	324	58	102	9	1	60	208	30	871	104	975
Pope	5	3	12	308	303	73	65	121	123	177	331	1565	148	1713
Riddick	5	3	12	308	303	73	65	121	123	177	331	1565	148	1713
Rock Spring	4	9	184	153	289	82	74	42	42	62	13	1121	136	1237
Toe	5	40	147	50	70	20	6	2	42	62	13	466	30	496
Shaw	1	12	69	38	93	10	19	10	20	31	327	22	349	349
Shepard	46	12	35	106	24	58	23	42	54	186	38	763	120	1645
Shields	16	4	115	563	98	66	14	67	135	239	33	1555	90	1645
Stoddard	3	35	372	12	364	162	23	5	66	156	.....	1181	44	1225
Stoddard	18	15	204	356	288	85	169	57	71	20	162	1584	139	1723
Walnut Park	10	1	23	7	3	4	1	.....	3	11	1	79	12	91
Washington	14	17	72	57	147	23	29	94	37	2	32	686	91	787
Webster	1	6	571	155	157	141	28	32	45	198	167	1562	99	1061

TABLE IV.—Continued.
SHOWING THE NUMBER OF PUPILS AS REPRESENTED BY THE DIFFERENT OCCUPATIONS OF THEIR PARENTS OR GUARDIANS FOR THE YEAR 1898-97.

NAME OF SCHOOLS.	Agriculture, Etc.	Electric Service.	Manufacturing and Mechanical Pursuits.		Mercantile Business and Trade.		Personal Service.	Professional Service.	Public Employ- ment.	Transportation.	Unskilled Labor.	Unclassified.	Total	Received by Transfer.	Total
			Propri- etor.	Em- ployee.	Propri- etor.	Em- ployee.									
Sumner High	4	15	10	12	8	180	12	1	11	45	7	207	6	207	
Sumner	3	4	12	3	5	80	3	1	15	80	1	155	5	160	
Aldridge	2	2	1	1	1	17	3	1	23	23	1	43	0	40	
Attucks	1	1	1	1	1	307	8	3	0	55	28	406	0	415	
Banneker	1	7	1	2	2	408	8	3	18	24	1	532	1	530	
Belt Avenue	1	1	1	1	1	21	1	1	4	156	18	207	1	207	
Delany	4	1	4	1	12	87	10	8	8	145	1	490	13	503	
Dessalines	3	1	20	31	3	181	16	3	110	107	4	490	0	490	
Dumas	4	8	80	1	1	775	43	3	36	120	0	1204	27	1231	
Garnett	1	3	3	1	1	102	6	5	70	120	85	152	0	152	
L'Overfuro	4	6	6	0	0	142	14	3	5	120	0	1000	21	1027	
Simmons	7	1	1	1	1	485	18	1	7	168	0	680	4	684	
Vashon	6	1	1	1	1	11	1	1	37	168	58	117	2	119	
Wheatley	5	80	80	46	46	84	10	1	57	168	58	302	11	403	
Total	739	770	4983	17760	7812	7807	2050	2742	5251	8732	4848	74023	5530	80402	

TABLE V.
SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.	St. Louis.	Missouri (without St. Louis).	Illinois.	Other States of the Union.	Ireland.	Other parts of Great Britain.	Germany.	Italy.	Russia.	Other Countries.	Unknown.	Total.	Received by Transfer.	Total.
Normal and High.....	1352	170	119	280	3	8	10	1	2	13	...	1958	...	1958
Adams	702	148	55	100	...	6	5	1	...	13	...	1030	96	1126
Ames	1337	57	64	64	...	9	13	...	...	13	1	1541	60	1601
Arlington	543	75	30	84	...	6	4	...	...	...	...	742	86	828
Ashland	767	140	56	91	4	10	10	...	...	...	20	1088	97	1185
Baden	130	35	14	11	...	3	5	...	...	3	...	201	16	217
Bates	801	60	42	77	8	6	9	1	...	2	...	1006	95	1101
Benton	375	38	6	51	...	12	...	...	...	1	...	483	55	538
Bialr	1392	68	72	61	1	3	14	...	...	12	...	1611	76	1687
Blow	891	208	81	120	...	5	6	...	...	...	...	1324	60	1384
Bryan Hill	1120	52	59	47	...	3	7	...	...	4	1	1283	74	1357
Carondelet	613	65	40	56	2	7	10	6	...	6	...	805	31	836
Carr	418	14	30	49	1	3	7	...	3	...	...	525	50	575
Carr Lane	696	42	80	87	2	6	4	...	4	8	...	938	133	1071
Carroll	1043	43	52	62	...	...	22	...	...	15	...	1237	107	1344
Chain of Rocks	19	13	...	1	...	...	...	...	...	...	...	33	...	33
Charles	1385	43	50	63	3	3	15	...	...	2	...	1564	108	1672
Chouteau	849	92	103	106	2	2	3	...	...	...	...	1063	95	1158
Clay	1529	106	136	116	1	2	28	...	...	5	...	1880	75	1955
Clinton	984	90	88	130	3	8	16	1	...	6	3	1379	114	1493
Columbia	816	39	26	121	...	3	2	...	...	8	...	1015	132	1147
Compton	228	26	11	44	1	...	1	...	...	...	...	315	23	338
Cote Brillante	967	149	82	187	1	10	5	...	...	4	...	1403	106	1509
Crow	778	154	67	175	1	9	5	...	3	3	...	1195	132	1327
Des Peres	197	16	9	9	...	1	4	...	...	...	3	240	27	267
Divoll	833	98	59	185	...	9	3	...	...	6	6	1199	113	1312
Dodler	483	13	10	13	1	7	7	...	...	...	...	527	33	560
Douglas	628	40	49	60	...	1	10	2	...	1	...	791	56	847
Dozier	506	132	38	131	...	3	2	...	...	3	...	814	90	904
Ellot	320	47	30	54	1	...	...	1	3	...	...	456	69	525

TABLE V—(Continued).
SHOWING BIRTHPLACE OF PUPILS ENROLLED IN EACH SCHOOL FOR THE YEAR 1880-87.

NAMES OF SCHOOLS.	Total												Total	Received by St. Louis.	Total.
	St. Louis.	Missouri (without St. Louis.)	Illinois.	(Other States of the Union.	Ireland.	(Other parts of Great Britain.	Germany.	Italy.	Russia.	(Other Foreign Countries.	Unknown.				
Elleardville	928	90	838	117	4	7	0	0	7	10	4	1000	1000	1000	
Franklin	622	106	516	113	12	0	11	4	143	10	2	1000	1000	1000	
Froebel	400	13	387	8	1	2	4	0	0	1	0	1000	1000	1000	
Gardenville	34	4	30	1	0	0	0	0	0	0	0	1000	1000	1000	
Gardfield	1418	44	1374	63	0	0	14	0	0	0	0	1000	1000	1000	
Grant	621	73	548	31	0	0	0	0	0	0	0	1000	1000	1000	
Groat	280	51	229	25	0	0	0	0	0	0	0	1000	1000	1000	
Groat	1000	40	960	6	0	0	0	0	0	0	0	1000	1000	1000	
Hamilton	690	30	660	35	1	1	0	0	0	0	0	1000	1000	1000	
Harrison	251	17	234	15	1	0	0	0	0	0	0	1000	1000	1000	
Hodgen	1130	12	1118	200	1	0	41	0	0	0	0	1000	1000	1000	
Humboldt	1187	51	1136	30	0	0	14	0	0	0	0	1000	1000	1000	
Irving	1013	44	969	50	0	0	0	0	0	0	0	1000	1000	1000	
Jackson	730	13	717	25	0	0	0	0	0	0	0	1000	1000	1000	
Jefferson	873	23	850	215	4	0	74	34	313	32	0	1000	1000	1000	
Laclede	550	10	540	37	1	0	10	2	6	0	0	1000	1000	1000	
Lafayette	917	27	890	35	1	0	7	1	0	0	0	1000	1000	1000	
Lincoln	835	105	730	164	1	0	17	0	0	0	0	1000	1000	1000	
Longfellow	201	85	116	51	0	0	0	0	0	0	0	1000	1000	1000	
Lowell	642	28	614	27	0	0	17	0	0	0	0	1000	1000	1000	
Lyon	1355	70	1285	61	0	0	25	1	0	0	0	1000	1000	1000	
Madison	1213	114	1099	131	0	0	13	1	0	0	0	1000	1000	1000	
Maramee	646	20	626	25	0	0	0	0	0	0	0	1000	1000	1000	
Marquette	808	114	694	220	2	0	0	0	0	0	0	1000	1000	1000	
Mullanphy	620	11	609	32	0	0	2	0	0	0	0	1000	1000	1000	
Oak Hill	392	10	382	20	0	0	0	0	0	0	0	1000	1000	1000	
O'Fallon	827	40	787	68	1	0	2	0	0	0	0	1000	1000	1000	
Peabody	1001	52	949	128	1	0	14	0	0	0	0	1000	1000	1000	
Peterson	811	50	761	50	2	0	0	0	0	0	0	1000	1000	1000	
Pestalozzi	722	27	695	53	4	0	11	0	0	0	0	1000	1000	1000	

Pope	1097	134	84	236	4	7	1	2	1565	148	1713
Riddick	771	101	61	177	3	8	1	3	1121	136	1257
Rock Spring	318	74	21	22	7	1	1	14	480	30	496
Roe	236	33	11	36	9	1	1	1	327	22	349
Shaw	393	92	30	96	20	64	17	15	763	120	883
Shepard	1357	72	42	50	4	19	4	2	1555	90	1045
Shields	667	55	62	116	25	55	20	25	1181	44	1225
Stoddard	896	195	98	361	1	3	3	4	1584	139	1723
Walnut Park	71	1	1	1	7	4	2	14	79	12	91
Washington	484	57	47	101	1	30	1	1	636	91	787
Webster	1271	67	87	100	6	1	1	1	1562	99	1061
Sumner High	185	40	10	32	1	1	1	1	267	5	267
Sumner	125	15	10	5	1	1	1	1	155	5	190
Aldridge	39	8	10	2	1	1	1	1	49	1	49
Attricks	251	30	15	108	1	1	1	2	406	9	415
Bancker	364	65	13	190	1	1	1	1	532	4	536
Belt Avenue	45	1	1	10	1	1	1	1	55	1	58
Deany	226	40	7	34	1	1	1	1	297	1	297
Dessalines	306	62	27	31	1	1	1	1	486	13	490
Dumas	769	151	69	285	1	1	1	1	1264	27	1291
Garnett	148	1	1	2	1	1	1	1	182	1	182
L'Ouverture	532	221	20	207	1	1	1	28	1006	21	1027
Simmons	413	129	11	72	1	1	1	11	636	4	640
Vashon	89	24	4	4	1	1	1	1	117	2	119
Wheatley	284	31	7	68	1	1	1	2	392	11	403
Total	56731	5431	3412	7102	103	743	100	519	74923	5524	80417

TABLE VI.
SHOWING ENROLLMENT AND AVERAGE ATTENDANCE OF PUPILS AND TOTAL COST OF THE SCHOOLS
FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.	Whole Number Enrolled.		Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Average No. of Pupils to Each Teacher.	Average No. of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average No. Belonging.	Cost of Incidental Expenses.	Cost of Incidental Expenses.	Cost per Pupil on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidental Expenses.	Total Cost per Pupil on Average No. Belonging.	
	Boys.	Girls.														
Normal and High.....	608	1350	1088	1564	1524	97	24	67	\$ 92,518 40	\$369 15	\$12,427 57	\$7 85	\$7 85	\$104,045 97	87 10	
Adams.....	498	532	1030	861	719	90	44	32	11,924 05	14 80	2,050 28	2 57	2 57	13,083 33	17 46	
Ames.....	802	739	1541	1232	1166	94	50	31	10,072 00	13 53	2,332 30	1 89	1 89	19,001 30	15 42	
Arlington.....	336	408	742	584	534	91	50	13	7,470 25	12 79	1,335 21	2 20	2 20	8,805 46	15 04	
Ashland.....	569	520	1088	97	894	92	44	23	12,000 35	14 50	2,100 84	2 35	2 35	15,007 33	16 85	
Baden.....	92	109	201	161	135	80	37	5	3,091 55	20 47	598 10	3 06	3 06	3,690 74	24 43	
Bates.....	507	493	1000	95	817	77	94	21	11,833 05	14 48	1,600 56	2 03	2 03	13,433 61	16 51	
Beiton.....	250	224	483	55	414	383	39	12	7,235 75	17 48	1,710 27	4 13	4 13	8,946 02	21 01	
Blair.....	780	831	1611	1260	1192	95	42	30	10,063 15	15 85	2,012 78	2 07	2 07	22,075 93	17 02	
Blow.....	687	637	1324	1083	973	93	50	24	14,016 25	13 31	2,197 88	2 08	2 08	16,214 13	15 39	
Bryan Hill.....	643	650	1293	74	1064	988	63	40	14,502 40	13 63	1,918 52	1 80	1 80	16,420 92	15 43	
Carondelet.....	442	363	805	31	604	504	92	45	9,090 40	14 73	1,563 06	2 55	2 55	10,653 46	17 28	
Carr.....	270	255	525	60	379	353	83	40	3,739 60	15 14	1,038 05	2 74	2 74	4,777 65	21 78	
Carr Lane.....	434	504	938	133	713	606	63	40	13,474 50	18 76	2,088 20	2 32	2 32	15,562 70	21 78	
Carroll.....	634	603	1237	107	1068	1001	94	44	14,050 35	13 16	2,063 14	1 90	1 90	16,113 49	15 14	
Chain of Rocks.....	12	21	33	20	23	88	25	2	174 42	22 07	104 42	7 48	7 48	279 84	29 53	
Charles.....	708	796	1504	103	1285	94	53	30	17,007 35	12 64	3,330 69	2 55	2 55	20,337 04	25 19	
Chouteau.....	508	560	1068	95	859	764	80	48	22,152 05	13 41	1,313 62	1 53	1 53	23,465 67	24 04	
Clay.....	950	940	1890	75	1489	1382	93	40	18,518 20	12 44	3,427 64	2 30	2 30	21,945 84	23 14	
Clinton.....	676	703	1379	114	1020	92	52	24	15,045 55	13 53	2,604 40	2 30	2 30	17,650 95	25 02	
Columbia.....	533	482	1015	132	837	770	92	40	10,902 25	13 02	2,001 85	2 44	2 44	12,904 20	25 41	
Compton.....	181	134	315	23	235	217	92	68	3,054 60	13 00	572 50	2 80	2 80	3,627 10	25 44	
Cote Brillante.....	716	687	1403	106	1120	1010	91	40	17,807 90	14 17	2,080 70	1 86	1 86	19,887 60	26 03	
Crow.....	537	658	1195	132	1002	906	90	51	13,686 95	13 68	2,344 22	2 34	2 34	16,031 17	26 00	
Des Peres.....	112	128	240	27	190	178	94	48	2,693 55	14 15	540 30	2 80	2 80	3,233 85	16 12	
Divoll.....	557	642	1199	113	1010	950	94	48	14,205 55	14 15	1,903 01	1 97	1 97	16,288 56	26 12	
Dodler.....	262	265	527	83	392	392	53	9	5,708 55	13 56	744 86	1 77	1 77	6,453 41	15 33	

Douglas	409	382	791	561	578	5281	93	44	14	9,122	45	15	78	1,350	671	2	34	10,473	12	18	12
Doxler	413	401	814	90	657	616	92	51	15	8,579	90	20	86	1,591	551	3	38	10,170	55	15	24
Elliot	208	248	456	69	320	297	93	36	11	6,678	90	20	87	1,241	70	3	88	7,920	60	24	75
Elleardville	602	628	1228	108	943	865	92	44	25	15,024	85	15	83	1,974	54	2	09	16,968	89	18	02
Franklin	491	544	1035	102	755	675	89	44	22	11,953	45	15	83	2,006	80	2	78	14,050	25	18	01
Freebel	286	261	547	45	448	410	92	53	10	5,441	55	11	70	1,193	03	8	66	6,434	58	14	39
Gardensville	20	19	39	15	46	43	93	26	2	724	75	16	19	389	60	8	47	1,134	35	24	66
Gardensville	819	731	1610	160	1429	1309	91	50	34	18,168	50	12	71	2,856	48	1	86	20,824	98	14	57
Gardensville	375	370	745	90	629	585	93	47	16	9,472	50	15	91	1,267	50	2	01	10,739	60	17	07
Grant	223	191	414	35	344	315	92	42	10	5,552	75	16	14	1,041	48	3	03	6,594	83	29	17
Gratiot	59	68	127	29	115	105	91	28	4	2,206	90	19	19	1,535	08	4	65	2,741	88	23	84
Gratiot	350	395	745	23	533	497	93	37	17	9,798	45	18	36	1,394	52	2	62	11,182	61	20	98
Hamilton	350	395	745	23	533	497	93	37	17	9,798	45	18	36	1,394	52	2	62	11,182	61	20	98
Harrison	158	148	336	59	284	240	91	37	6	3,184	60	12	86	1,072	11	2	10	20,846	95	15	63
Hodgen	773	781	1356	128	1334	1234	93	48	37	18,041	90	13	83	2,799	05	2	10	17,272	62	14	69
Humboldt	729	660	1389	171	1175	1120	95	53	37	13,684	95	12	87	3,151	70	2	04	22,516	65	14	91
Irvine	827	910	1782	119	1330	1416	93	51	35	18,684	95	12	87	3,151	70	2	04	22,516	65	14	91
Jackson	406	394	800	36	659	619	94	50	18	9,230	45	14	01	1,235	81	1	80	10,486	25	15	31
Jefferson	842	838	1690	87	1368	1289	94	50	44	21,426	50	15	96	3,661	11	2	08	25,087	61	18	34
Laclede	365	335	700	27	512	476	93	42	17	8,939	10	17	46	1,396	52	2	73	10,335	62	20	19
Lafayette	567	482	1039	99	863	807	94	47	22	12,254	70	14	20	1,753	83	2	03	14,008	53	16	23
Lincoln	581	636	1217	92	884	806	91	43	25	13,738	40	15	54	2,091	53	2	37	15,829	93	17	91
Longfellow	242	219	461	21	348	316	91	38	10	6,472	10	18	60	1,158	01	3	32	7,630	11	21	92
Lowell	356	390	746	49	598	559	93	42	17	17,768	90	13	89	2,744	04	2	14	19,949	32	15	01
Lyon	787	829	1616	100	1282	1195	93	51	32	17,284	70	13	79	2,664	62	2	53	11,043	98	18	47
Madison	751	806	1557	154	1254	1172	93	48	30	7,263	40	13	59	1,201	75	2	29	8,468	15	16	16
Marquette	385	338	723	40	524	462	88	50	13	13,620	00	13	59	1,987	21	2	26	15,616	21	15	55
Marquette	607	609	1216	67	1004	929	93	52	18	8,068	30	14	86	1,227	92	2	26	9,296	22	17	12
Mullapathy	345	345	690	35	543	506	93	50	10	5,254	75	16	73	1,000	03	3	38	6,314	78	20	11
Oak Hill	215	233	448	87	314	291	93	40	21	12,487	15	17	10	2,068	31	2	79	14,525	46	19	89
O'Fallon	494	478	972	82	730	659	90	40	24	12,863	60	18	17	2,245	31	2	09	16,305	46	15	05
Peabody	595	682	1277	135	1083	1046	93	51	22	14,040	15	12	96	1,705	99	2	41	14,569	59	20	58
Peabody	470	493	963	83	708	662	94	38	24	12,863	60	18	17	2,245	31	2	09	16,305	46	15	05
Pestozzi	436	435	871	104	693	636	92	52	16	9,407	45	13	57	1,670	55	1	78	10,753	74	15	67
Pope	692	873	1565	148	1268	1191	94	49	31	17,490	15	13	79	2,263	55	1	98	13,152	95	18	53
Ridgick	594	594	1121	136	844	769	91	50	20	5,183	60	13	80	1,670	55	2	52	6,139	95	18	53
Rock Spring	234	212	466	30	376	350	93	38	9	5,757	95	14	27	1,407	45	3	19	6,623	15	24	44
Roe	149	173	327	22	271	250	92	38	15	8,376	60	13	81	1,907	45	2	55	9,873	95	16	82
Shaw	362	401	763	120	587	552	94	53	10	16,243	85	12	47	3,080	04	2	74	19,523	89	14	84
Shepard	784	771	1555	90	1302	1209	93	52	28	12,865	60	16	49	2,153	78	2	04	20,497	28	18	00
Shields	611	570	1181	44	796	717	90	47	29	17,969	85	14	69	2,628	38	2	04	20,497	28	18	00
Stoddard	753	831	1584	139	1240	1129	91	44	23	1,214	90	13	69	1,890	29	6	61	1,579	32	24	30
Walnut Park	40	39	79	12	65	67	88	32	1	7,811	20	14	09	1,390	29	2	49	8,201	49	16	49
Washington	367	829	696	91	558	516	92	46	13	17,721	20	13	18	2,982	72	2	22	20,703	92	15	40
Webster	739	823	1562	99	1344	1248	93	51	32	17,721	20	13	18	2,982	72	2	22	20,703	92	15	40

TABLE VI.—Continued.
SHOWING ENROLLMENT AND AVERAGE ATTENDANCE OF PUPILS AND TOTAL COST OF THE SCHOOLS
FOR THE YEAR 1896-97.

NAMES OF SCHOOLS.	Whole Number Enrolled.		Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Average No. of Pupils to Each Teacher.	Average No. of Teachers.	Amount of Teachers' Salaries.	Cost per Pupil on Average No. Belonging.	Cost of Incidental Expenses.	Cost of Incidentals per Pupil on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Pupil on Average No. Belonging.
	Boys.	Girls.													Total.
Sumner High	129	283	422	310	294	84	31	12	11,335 40	30 56	1,504 20	4 85	12,839 60	41 41
Aldridge	27	22	49	20	24	83	20	1	817 50	28 19	335 52	11 57	1,153 02	30 70
Attucks	203	406	609	243	205	84	30	12	6,110 05	25 14	1,300 12	5 30	7,410 17	30 53
Bannacker	244	288	532	349	315	90	38	11	6,450 00	18 50	1,180 77	3 41	7,630 77	31 01
Belt Avenue	30	24	54	41	39	96	41	1	653 00	15 02	247 16	6 03	900 16	31 05
Delany	136	161	297	202	182	90	34	7	8,800 05	19 26	878 50	4 34	9,678 55	31 69
Dessalines	231	255	486	329	274	86	32	14	7,586 15	23 71	1,270 31	3 07	8,856 46	31 69
Dumas	502	702	1204	807	763	90	40	24	13,192 45	24 70	2,288 00	2 04	15,480 45	31 70
Garnett	77	152	229	100	82	82	25	4	12,470 45	24 70	1,088 11	5 08	13,558 56	30 77
L'Ouverture	454	562	1006	774	642	83	43	22	13,061 25	16 01	3,807 00	3 03	16,868 25	31 01
Simmons	209	346	555	403	303	84	40	13	7,063 70	15 06	1,422 80	3 03	8,486 50	31 00
Nashon	59	58	117	76	67	89	38	2	1,405 00	19 28	376 68	4 05	1,811 68	31 23
Whentley	188	204	392	271	240	91	36	8	4,788 35	17 07	1,117 00	4 12	5,905 35	31 70
Music, Drawing, etc.								26	28,056 00				28,056 00	
Total	36504	38358	74922	55330	50435	84801	92	45	1504	\$971,001 00	\$152,027 30	\$2 57	\$1,223,028 30	\$30 81 42

TABLE VII.
SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1896-97.

	Teachers.	Junior.		Second.		Third.		Senior.		Total.		Total.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Normal and High	67	227	387	134	273	86	188	43	152	490	1000	1490

TABLE VII. (Continued.)
SHOWING THE NUMBER IN THE SEVERAL CITIES AND TOWNS OF THE STATE IN 1890.

Towns.	Kauai.		Puna.		Beaufort.		Tutu.		Fourt.		Fiji.		Naxi.		Naxi.		Boys.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Adams	22	44	62	72	61	68	101	107	34	31	103	117	30	30	103	117	30	30	103	117
Ames	31	71	33	41	34	41	34	41	34	41	34	41	34	41	34	41	34	41	34	41
Arthington	13	31	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Ashland	5	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Baden	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Baker	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Bates	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Benton	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Blairstown	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Brown Hill	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Carondelet	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Carr Lane	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Carroll	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Charles of Rocks	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Charlotte	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Chautau	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Clay	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Columbia	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Compton	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Cote Brilliante	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Crow	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Deer Park	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Divoll	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Dodder	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Douglas	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Elliot	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Ellensville	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Franklin	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11

STATISTICS OF THE STATE IN 1890.

STATISTICAL TABLES.

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[illegible]

TABLE VII—Continued.
SHOWING THE NUMBER OF PUPILS IN THE SEVERAL CLASSES AND GRADES AT THE CLOSE OF THE YEAR 1896-97.

District Schools.	Teachers.	Kindergarten.		First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Sumner High	10	.....	.....	.....	.....	.....	.....	.....	.....	*23	*40	†15	†53	†7	†28	‡2	‡15	“0	“13	47	155
Sumner	2	.....	.....	.....	.....	.....	.....	.....	.....	2	5	.....	.....	.....	.....	.....	.....	.....	.....	35	40
Aldridge	1	.....	.....	.....	.....	.....	.....	.....	.....	14	22	6	5	.....	.....	.....	.....	.....	.....	18	14
Attucks	12	18	17	30	32	28	32	17	21	21	27	7	16	.....	.....	7	7	1	2	120	136
Banneker	11	18	23	20	18	35	44	27	40	40	27	7	16	.....	.....	5	12	4	7	134	187
Belt Avenue	1	.....	.....	.....	.....	.....	.....	.....	.....	8	4	4	.....	.....	.....	.....	.....	.....	.....	27	21
Delany	7	10	21	5	7	15	26	15	21	10	14	7	9	5	11	2	2	.....	.....	69	111
Dessalines	14	24	23	19	20	17	30	25	32	18	31	2	6	6	3	3	6	5	.....	119	160
Dumas	24	27	48	57	44	108	114	63	108	49	80	25	45	6	14	10	8	6	20	351	481
Garnett	4	.....	.....	.....	.....	.....	.....	.....	.....	11	6	.....	.....	.....	.....	.....	.....	.....	.....	48	55
L'Ouverture	22	24	25	78	87	123	110	81	120	21	31	11	24	6	4	8	13	2	5	954	428
Simmons	13	26	29	32	46	61	46	37	48	33	23	9	18	4	8	4	7	1	9	207	234
Vashon	2	.....	.....	.....	.....	.....	.....	.....	.....	3	5	.....	.....	.....	.....	.....	.....	.....	.....	33	40
Wheatley	9	24	30	22	21	20	24	20	23	28	17	18	11	11	7	1	8	.....	.....	144	141
Total in Colored Schools	132	171	216	320	332	451	488	522	450	232	316	103	187	46	79	42	70	19	59	1708	2203
Total in District and Colored Schools	1468	2656	3031	4001	3808	6085	5980	5380	5349	4785	3944	2047	2262	1320	1524	1045	1371	523	898	20846	28145
Special Teachers	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total	1594	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27390	29145

*First Year. †Second Year. ‡Third Year. §Fourth Year. "Normal Course.

TABLE VIII.
SHOWING ENROLLMENT AND ATTENDANCE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1896-97.

NAMES OF KINDERGARTENS.	Number of Teachers.		Whole Number Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.		
	Paid Teachers.	Volunteer Teachers.	Total.	Boys.						Girls.	Total.
Adams A. M.	3	1	4	54	49	103	51	46	87		
Adams P. M.	2	.....	2	27	24	51	35	32	86	
Ames A. M.	4	.....	4	47	73	120	87	83	91	
Ames P. M.	4	3	7	43	52	95	74	69	90		
Ashland A. M.	3	.....	3	52	56	108	64	64	83	
Ashland P. M.	2	.....	2	20	25	45	34	34	84	
Bates A. M.	3	3	6	39	37	76	66	53	83		
Bates P. M.	2	.....	2	57	51	108	50	41	88	
Blair A. M.	7	.....	7	72	89	161	106	115	92	
Blair P. M.	9	.....	6	52	103	155	108	89	92	
Blow A. M.	2	1	3	36	50	86	57	43	89		
Blow P. M.	2	.....	2	45	51	96	44	36	82	
Bryan Hill A. M.	3	.....	3	41	50	91	76	65	84	
Bryan Hill P. M.	3	.....	3	48	51	99	75	69	90	
Carondelet A. M.	2	.....	2	40	31	71	33	27	84	
Carondelet P. M.	2	.....	2	19	24	43	34	22	88	
Carr A. M.	2	.....	2	42	40	82	42	39	83	
Carr P. M.	2	.....	2	40	40	80	35	34	87	
Carr Lane A. M.	2	1	3	23	28	57	36	32	89		
Carr Lane P. M.	2	.....	2	28	41	69	37	27	77	
Carroll A. M.	3	.....	3	45	48	93	68	65	89	
Carroll P. M.	3	.....	3	40	56	96	62	56	90	
Charles A. M.	4	.....	4	55	64	119	91	85	92	
Charles P. M.	3	.....	3	44	47	91	64	53	90	
Chouteau A. M.	4	.....	4	27	33	60	62	54	92	
Chouteau P. M.	2	.....	2	44	30	74	52	46	88	

TABLE VIII—Continued.
SHOWING ENROLLMENT AND ATTENDANCE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1896-97.

NAMES OF KINDERGARTENS.	Number of Teachers.		Whole Number Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.
	Paid Teachers.	Volunteer Teachers.	Total.	Boys.	Girls.				
Clay A. M.	4	..	4	40	40	92	81	78	87
Clay P. M.	4	..	4	40	51	100	84	43	78
Clinton A. M.	2	..	2	20	33	53	40	30	66
Clinton P. M.	2	..	2	20	29	49	35	30	68
Columbia A. M.	2	..	2	54	40	100	07	01	100
Cote Brillante A. M.	2	..	2	45	28	73	41	42	82
Cote Brillante P. M.	2	..	2	41	30	80	31	35	84
Crow A. M.	3	..	3	64	78	142	70	68	96
Divoil A. M.	2	0	2	27	31	58	34	37	60
Divoil P. M.	2	..	2	57	38	95	34	33	62
Dozier A. M.	2	2	4	49	45	94	51	46	100
Elliot A. M.	2	..	2	22	23	45	31	28	80
Elleardville A. M.	3	..	3	50	57	107	03	01	100
Elleardville P. M.	3	..	3	30	20	50	38	20	84
Franklin A. M.	3	..	3	53	53	106	51	40	88
Franklin P. M.	3	1	4	74	78	152	105	54	88
Garfield A. M.	4	..	4	75	40	115	45	30	78
Garfield P. M.	4	..	4	92	91	183	43	30	81
Grant A. M.	2	..	2	22	22	44	31	27	87
Grant P. M.	2	..	2	27	30	57	35	28	81
Hamilton A. M.	2	..	2	28	31	59	20	27	87
Hamilton P. M.	2	..	2	40	54	94	54	50	80
Hodgen A. M.	2	1	3	33	35	68	30	33	85
Hodgen P. M.	2	..	2	77	80	157	05	38	92
Humboldt A. M.	4	..	4	39	52	91	44	28	101
Humboldt P. M.	4	..	4	..	..	..	..	..	..

Irving A. M.	4	1	5	68	64	132	80	91	87	93
Irving P. M.	4	.....	4	63	72	140	82	83	74	89
Jackson A. M.	3	.....	3	35	39	74	64	58	54	83
Jackson P. M.	3	.....	3	38	41	79	46	49	44	90
Jefferson A. M.	8	.....	9	127	152	279	163	169	151	89
Jefferson P. M.	9	.....	9	.....	.....	.....	.....	.....	.....	.....
Laclede A. M.	3	.....	3	61	72	133	68	65	57	88
Laclede P. M.	3	.....	3	.....	.....	.....	.....	.....	.....	.....
Lafayette A. M.	3	.....	3	49	50	99	63	63	58	92
Lafayette P. M.	3	.....	3	51	51	100	52	50	44	88
Lincoln A. M.	3	.....	3	33	25	58	55	51	42	82
Lincoln P. M.	3	.....	3	20	20	51	47	41	31	76
Lowell A. M.	2	.....	2	34	55	89	54	52	46	88
Lowell P. M.	2	.....	2	31	38	69	50	43	39	91
Lyon A. M.	3	.....	3	61	57	118	80	72	64	89
Lyon P. M.	3	.....	3	36	45	81	53	53	45	85
Madison A. M.	3	.....	3	39	38	77	54	55	51	93
Madison P. M.	3	.....	3	39	38	77	46	48	42	86
Marnes A. M.	3	.....	3	54	57	111	53	50	43	84
Marquette A. M.	3	.....	3	62	74	136	78	73	67	92
Marquette P. M.	3	.....	3	61	56	117	100	98	91	93
Mullaughy A. M.	4	.....	4	.....	.....	.....	.....	.....	.....	.....
Mullaughy P. M.	4	.....	4	.....	.....	.....	.....	.....	.....	.....
O'Fallon A. M.	2	.....	2	32	21	53	43	42	34	81
O'Fallon P. M.	2	.....	2	34	32	66	36	38	33	87
Peabody A. M.	3	.....	3	39	39	63	59	56	50	89
Peabody P. M.	3	.....	3	28	33	61	36	34	30	88
Penrose A. M.	2	.....	2	51	43	84	46	46	44	96
Penrose P. M.	2	.....	2	22	41	63	36	35	33	94
Pestalozzi A. M.	2	.....	2	30	44	78	48	50	45	90
Pestalozzi P. M.	2	.....	2	48	47	77	47	48	46	90
Pope A. M.	6	.....	6	34	52	100	58	61	55	88
Pope P. M.	7	.....	7	32	47	79	50	51	45	88
Riddick A. M.	4	.....	4	57	57	112	77	70	58	83
Riddick P. M.	4	.....	4	55	57	98	60	57	48	84
Rock Spring A. M.	3	.....	3	47	51	98	28	22	22	79
Roe A. M.	5	.....	5	19	30	49	33	30	22	79
Shaw A. M.	2	.....	2	68	54	122	70	70	59	84
Shaw P. M.	3	.....	3	18	19	37	25	24	20	83
Shepard A. M.	1	.....	1	36	46	82	69	69	61	88
Shepard P. M.	3	.....	3	46	46	92	63	61	55	90
Shields A. M.	6	.....	6	98	112	210	115	121	102	84
Shields P. M.	6	.....	6	.....	.....	.....	.....	.....	.....	.....
Stoddard A. M.	2	.....	2	16	29	45	38	39	35	95
Stoddard P. M.	2	.....	2	51	33	84	40	43	38	88
Webster A. M.	5	.....	5	70	40	144	100	103	94	91
Webster P. M.	3	.....	3	61	68	129	75	84	75	80

TABLE VIII—Continued.
SHOWING ENROLLMENT AND ATTENDANCE OF PUPILS IN THE KINDERGARTENS FOR THE YEAR 1896-97.

NAMES OF KINDERGARTENS.	Number of Teachers.		Whole Number Enrolled.			No. Belonging at the Close of the Year.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.
	Paid Teachers.	Volunteer Teachers.	Total.	Boys.	Girls.	Total.			
Attucks A. M.	2	1	3	36	31	67	35	26	81
Attucks P. M.	2	1	3	29	44	73	41	34	83
Banneker A. M.	2	1	3	18	27	45	31	27	87
Delany A. M.	2	1	3	42	38	80	47	39	88
Dessalines A. M.	2	2	4	59	60	119	75	58	83
Dumas A. M.	2	2	4	43	68	111	53	46	88
Dumas P. M.	2	2	4	39	52	91	55	53	90
L'Ouverture A. M.	2	1	3	27	37	64	54	31	86
L'Ouverture P. M.	2	1	3						
Simmons A. M.	2	1	3						
Simmons P. M.	2	1	3						
Wheatley A. M.	2	1	3						
Total	317	61	378	4363	4809	9172	5706	5773	5098
									88

{ The Children in these kindergartens attend all day.

PART III.

HAND BOOK OF INFORMATION AND SCHOOL DIRECTORY.

Containing the following, *in the order given:*

Sanitary Regulations.

Regulations in Regard to Smallpox, etc.

Tuition Fees of Non-residents.

Apprenticing Children.

Appointment and Salaries of Teachers.

Regulations for the Appointment of Teachers.

Regulations concerning requests for Leave of Absence.

Teachers' Annuity Law.

Directory, showing Schools, Locations, Supervisors, etc.

School Boundaries.



PART III.

HAND BOOK OF INFORMATION AND
SCHOOL DIRECTORY.

SANITARY REGULATIONS.

The following are the rules prescribed in regard to the heating of buildings for the winter months:

1. The mean temperature of the schoolroom should be 68 or 69 degrees.

2. The temperature should never be above 70 degrees.

3. When the temperature is below 65 degrees at the opening of a session, the teacher *must* see that the children keep on their wraps.

4. When the temperature is below 60 degrees in any room, the pupils of such room should be taken into some other room in the building having the proper temperature.

5. When the temperature is below 60 degrees in so many of the rooms in the building that consolidation of pupils in rooms sufficiently warm cannot be made, and there is no prospect of securing sufficient heat very early in the session, the school must be dismissed.

6. When the temperature is below 60 degrees and there is a prospect of soon getting the necessary amount of heat, if the pupils are retained, they *must*, meanwhile, be required to keep on their wraps. They must be frequently directed to move about the room or to take enough systematic exercise (calisthenics) to keep up the circulation.

7. Principals and teachers *must* see that children do not go out at recess, at the close of a session, or at any other time, without putting on and properly securing their wraps, when the outdoor temperature is such that artificial heat is required in the building.

8. Principals *must* instruct their assistants fully in the matter set forth in this circular, and see that these instructions are followed. Principals and teachers cannot afford to lose sight of their responsibility in the care of the health and life of the children in their charge.

REGULATIONS IN REGARD TO SMALLPOX, DIPHTHERIA,
SCARLATINA, MEASLES, WHOOPING-COUGH,
CHICKEN-POX, ERYSIPELAS AND
CROUP.

1. When any member of a family is afflicted with any of the above named diseases, all children of that family, and all children living in the same house, must be excluded from school.

2. When two or more families use in common the same entrance to a building, or the same yard, or the same water closet, or the same vault, all children of such families must be excluded from school, in case any member of one of these families is afflicted with any of the above named diseases.

3. Children who have been excluded from school, under the above conditions, for smallpox, croup, cerebro-spinal fever, diphtheria, or scarlatina, shall be reinstated only upon a certificate of the Chief Sanitary Officer of the Health Department that the case or cases in that locality have terminated, and that the premises where the diseases have existed have been thoroughly fumigated by the Health Department.

4. Children who have been excluded from school, under the above conditions, for measles, whooping-cough, chicken-pox, or erysipelas, may return upon the certificate of the attending physician that the child is well.

Sections 381 and 382, Art. 9, Chap. 14, Revised City Ordinances, 1893, read as follows:

Section 381. The parents or guardians of children attending any private or public school, who shall permit them to attend school after it becomes known to said parents or guardians that any of their family are infected with any *infectious or contagious disease*, shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in a sum not less than five nor more than ten dollars.

Sec. 382. Any principal or teacher of any private or public school in the City of St. Louis, having official or authentic information of the existence of any *infectious or contagious disease* in the family of any pupil attending said school, shall immediately cause the removal of said pupil from said school, *and until he (or she) shall have undoubted proof of the premises where the family reside being disinfected and the disease eradicated.* Any failure on the part of any principal or teacher complying with the provisions of this article shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in a sum not less than five nor more than ten dollars.

The Health Commissioner strongly recommends that all premises in which there has been diphtheria, croup, cerebro-spinal fever, scarlatina, measles, smallpox, or consumption, be thoroughly disinfected on the termination of each case.

TUITION FEES OF NON-RESIDENTS.

Only children of residents are legally entitled to attend the public schools maintained by the city. Children, whose parents live outside of the city, and who come here to live with relatives, are not entitled, under the law, to a place in the public schools. Children, *whose parents live in Missouri* outside of St. Louis, *may be* admitted, at the discretion of the Board of Education to District schools having sufficient room, on payment of a tuition fee of \$20, payable quarterly in advance; and to the High School for the annual fee of \$50.

Frequently, when the friends of such non-resident children ask for their admission on the plea that they pay school taxes, that they have no children of their own and therefore should be allowed to obtain free tuition for their near relatives whose parents live in another city, the Board of Education find themselves unable to comply with this request. The Board of Education is not legally authorized to educate, free of tuition, children sent here from other places, even if they live with near relatives, for this would mean that in order to comply with the wishes of one taxpayer, an additional burden is imposed on every other. Children of indigent parents, left in the care of indigent relatives, need not grow up without an education; such children may be bound as apprentices to their relatives, and are then entitled to free tuition.

At a meeting of the School Board, held on September 12th, 1893, the Attorney submitted the following report, which was adopted and ordered printed for information:

"At the meeting of the Board, held on August 15, 1893 (printed Journal, Volume 8, page 432), you referred to me Section II of Rule 79, for my opinion as to the lawful right of the Board to admit to the public schools of the city children of parents who are resident of Missouri outside of the city of St. Louis, and those of parents who

are resident of the State of Illinois, on the payment of tuition fees.

"I am of the opinion that the Board has the power, under Section 7,993 of the Revised Statutes of 1889, to admit as pupils, children of parents who are resident of Missouri outside of the city of St. Louis and prescribe tuition fees, provided they can be admitted to the city schools without detriment to the children of parents residing within the city.

"I am further of the opinion that the Board has no lawful right to admit into the public schools of the city, children of parents residing in the State of Illinois or any other State outside of Missouri, even upon payment of such tuition fees as the Board might prescribe."

In enforcing this rule of the Board the principals must also be guided by a previous opinion of the Attorney of the Board, which read as follows:

"Under the law as decided by the St. Louis Court of Appeals in the case of Binde v. Klinge (30 Mo. App. 285), children whose parents reside elsewhere than in the City of St. Louis are not entitled to attend the public schools of the city without the payment of tuition fees.

"The payment of school taxes in the city by parents who reside without the city does not give them the right to send their children free to the public schools of the city, nor does the fact that such children reside with friends or relatives in the city confer upon them the right to attend the public schools of the city free of charge.

"An exception is made by the law in favor of children bound as apprentices who have homes in the city. They are not required to pay tuition fees.

"Children who have homes in the city, and both of whose parents are dead, are entitled to attend the public schools without charge."

An amendment to the school law was enacted in 1895 and provides,

"That any person who resides in a district in which only the studies enumerated in Section 8023 are taught, and who pays a school tax in a city, town or village district in which a school of higher grade is established, shall be entitled to send his or her children to such higher grade school and receive a credit on the amount charged for tuition to the amount of such school tax."

The studies enumerated in the section referred to are orthography, English, reading and grammar, penmanship, arithmetic,

geography, United States history, civil government, theory and practice, and physiology.

WHAT CONSTITUTES RESIDENCY.

Principals may admit to their schools children that are residents in the city in accordance with the definitions given by the Superintendent in a circular issued January 24th of the year 1894-95, whose provisions are reprinted below. All applications of non-residents, and of children applying under Rule 4, quoted below, must be referred to the Superintendent of Instruction.

Under the law quoted above the following are considered resident children (circular January 24, 1895):

1. A child whose parents live within the city limits.
2. A legally adopted child whose parents by adoption live within the city limits.
3. An orphan living within the city limits. (An orphan is a child both of whose parents are dead.)
4. (Applications covering the following cases, the principals must refer to the Superintendent.) A child living within the city limits with its mother, under the following conditions:
 - (a) If the father has abandoned his family.
 - (b) If the parents are divorced and the mother has custody of the child.

The following rules show some of the cases, which, under the law, are considered non-residents:

5. The residence of a half orphan (a child one of whose parents is dead) is the same as that of the living parent. Half orphans are not entitled to any privileges by reason of their being half orphans.
6. Legal guardianship does not make the child a resident and does not confer any privileges upon a non-resident child.
7. Payment of tax on city property by parents living out of the city does not give the right to *free tuition*.

APPRENTICING CHILDREN.

In regard to apprenticing children, Mr. R. E. Rombauer, Attorney of the Board of Education, says, in a letter addressed to the Superintendent of Instruction:

"You will find the law touching apprentices in the State on pages 189 and following, of the Revised Statutes of 1889, Vol. I.:

"All minors may be bound as apprentices to some appropriate industry, art, *calling*, or trade, so that the law is very broad, and includes the calling of a domestic servant. There is no limitation as to age *below*, but if the minor is over fourteen years of age, he or she cannot be bound without the written consent of the minor indorsed on the indenture.

"The last section of the law provides, that nothing contained in this chapter shall prevent or affect the right of a father, by the common law, to assign or contract for the service of his children for the term of their minority, or any part thereof.

"As the apprenticing of a minor is attended with some circumlocution and slight expense, perhaps the same result could be reached by a simple assignment of the services of the child, for a limited period, by the father, to some resident of the city, in which event the domicile of the child for the purposes of education would be the master's residence."

AMENDMENT OF 1897.

The legislature in 1897 amended Section 7993 of the Revised Statutes, as far as the same has reference to non-resident pupils. The section as amended provides that orphan children, or any children bound as apprentices, *and all children whose parents do not contribute to their support*, shall have the privilege of attending school in any district in the State of Missouri, in which they may find a permanent or temporary home, without paying a tuition fee.

APPOINTMENT AND SALARIES OF TEACHERS.

TEACHERS' EXAMINATIONS.

Principals and High School teachers are appointed after examination. Other vacancies in the district schools are filled exclusively by students that have finished the Normal course of the St. Louis High School. The training of this course is carefully adjusted to the needs of our city schools. A higher grade of scholarship is required for admission to the normal course than to any other course of instruction in the High School, and a higher degree of scholarship is demanded for promotion from grade to grade. It seems reasonable therefore that the Board of Education should give preference, in making appointments, to those who are most familiar with every detail

of public school work by their own experience as pupils and their special study in the normal course of the High School.

As long as there is a sufficient number of young teachers obtainable from this source, no examination for a position as teacher in the district schools is given to other applicants. At present several hundred graduates of the St. Louis Normal and High School are waiting for positions, and while the Board has such a surplus of eligible teachers on their list they do not authorize the examination of any other candidates for positions in the district schools.

KINDERGARTEN TRAINING CLASS.

The city maintains a training class for kindergarten teachers, which is open to applicants who have finished at least two years of the St. Louis High School. Applicants from other cities may be admitted to the kindergarten training class if they bring a diploma of some High School or College, or make its equivalent in examination. Good preparation in music is desirable. The course of training cannot be finished in less than a full year, unbroken by absence. It consists of practical volunteer work in the kindergartens of the city and theoretical work through afternoon lessons and lectures. The successful completion of the course gives a place on the eligible list from which the Board of Education makes appointments strictly in the order of the time of graduation. The names of each class are arranged in accordance with the scholarship record, and appointments are made in that order. At present the large number of persons who have finished the course and are waiting for positions makes it improbable that newcomers can find employment for perhaps three years after graduation.

PRINCIPAL'S EXAMINATION.

There are two regular examinations per year for candidates for principalships or positions in the High School. These examinations take place, usually, towards the end of June and December.

These examinations are held for the sole purpose of keeping a number of names on the eligible list from which selection may be made whenever vacancies occur. No certificates as to the result of these examinations are issued, no promise whatever is given in regard to the employment of competitors successful in such examination. For admission to this examination the presentation of a diploma of some first-class college or normal school is required.

The St. Louis High School is not arranged on the so-called departmental plan, and no regular teacher is appointed to teach special studies and no others. Applicants for position, even if they expect to be employed chiefly in special studies, are required to pass the general examination prescribed by the Board. Vacancies in the High School are rare and there is a large number of applicants that have passed the required examination, but cannot find employment.

The studies in which candidates for a principalship or a position in the High School must pass, are as follows:

Algebra, Geometry, Latin, English Literature, History and Grammar of the English Language, General History, Natural Science, and Theory and History of Education. There is also an oral examination on the common English branches.

SCHEDULE OF SALARIES.

While in most of the large cities all the teachers in the primary schools are of the same rank, and virtually receive the same salary, it will be seen from the following schedule that there are, besides the rank of principal, four grades or "ranks" of teachers, each receiving a different maximum salary:

Third Assistants, \$560; Second Assistants, \$600; First Assistants, \$700; and Head Assistants, \$850. No specific duties are connected with the positions of Head Assistant, First, or Second Assistant which differ in kind from those required from a Third Assistant, except that the highest ranking teacher in any school may be assigned by the principal to duties connected

with the management and supervision of the school, and takes charge when the principal is absent. Where there are several First Assistants, one of them teaches in the higher grades and one, as a rule, in the primary room. The distinction in rank was made, originally, in order to pay higher salaries to teachers of prominent talent that excelled in instruction and discipline. It was held that the possibility of attaining a higher rank and salary would serve as a constant incentive to improvement in methods of teaching and managing children.

When this system of promotions was established, vacancies occurring in a ranking position were filled, not by promoting some teacher in the same school, as is the case at present, but by selecting a teacher anywhere in the city who had shown unusual talent or efficiency and transferring her to the school in which the vacancy in the ranking position occurred.

The principal in whose school the vacancy existed would visit the rooms of the teachers in other schools at the suggestion of the superintendent and submit his choice for approval. The idea underlying this system was, that in a large system of schools there must necessarily be a number of teachers of pre-eminent skill, and that by selecting these and scattering them over a number of schools, paying them a higher salary as a compensation for the discomfort of traveling greater distances, the tone of every school would be beneficially influenced through their presence and example. This brief explanation will show, that while there may be no specific duty assigned to the ranking teachers, their promotion implies the moral obligation to influence and elevate the tone of the school by the example of high, practical skill, progressive work, and constant practice of self-improvement through reading and professional study.

In the course of time a gradual modification of this system has taken place, and ranking positions are now filled exclusively by the promotion of the best teachers of the same school in which the vacancy occurs, and not by a transfer of a talented teacher from some other building.

Promotions are made once a year, in February, on the recommendation of the Principal of the school indorsed by the Superintendent.

The number of "ranking" positions in each school is limited, and First and Second Assistants are assigned in proportion to the total number of rooms.

The following is the ratio of assignment:

1. One Head Assistant in first-class schools. The designation, "first-class schools" means those having 18 or more assistant teachers (smaller schools have no Head Assistant, but if a first-class school has a branch located at a distance of no less than two blocks, an additional Head Assistant is assigned).

2. One First Assistant to each six assistants (exclusive of Head Assistants and kindergarten teachers: in computing the quota of First Assistants, a fraction *greater* than one-half is counted one; no First Assistant in schools of less than six regular rooms).

3. One Second Assistant to each four assistants that are in charge of regular rooms (not counting the Head or First Assistants; in computing the quota of Second Assistants, *one-half*, or a fraction greater than one-half of four, is counted one).

4. An additional Second Assistant is assigned to very large first-class schools that have twenty-two rooms or more (exclusive of the kindergarten), and to second-class schools of fifteen or more rooms.

The Principals' salaries are graded in accordance with the number of teachers whom they supervise. In computing the number, such teachers only are reckoned that have charge of regular rooms, but one assistant is counted for each morning and afternoon kindergarten. The maximum salary of each class is shown in the following list:

CLASSIFICATION OF SCHOOLS AND SALARIES OF PRINCIPALS.

1. First class,	18 assistants or more	\$2,000
2. Second class,	14 to 17 assistants, inclusive.....	1,800
3. Third class,	10 to 13 assistants, inclusive.....	1,500
4. Fourth class,	8 to 9 assistants, inclusive.....	1,100
5. Fifth class,	5 to 7 assistants, inclusive.....	900
6. Sixth class,	4 to 5 teachers, inclusive.....	800
7. Seventh class,	less than 4 teachers.....	650

NUMBER OF TEACHERS OF EACH GRADE OF SALARY.

ANNUAL SALARY.	MALES.		FEMALES.		TOTAL.	
	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.
\$3500	1				1	
3000		1				1
2400	1	1			1	1
2300		1			1	
2200		1				1
2000	31	29	6	5	37	34
1900	2	2	1	2	3	4
1875				1		1
1800	3	6	4	4	7	10
1700	3	1	2	1	5	2
1600		2	2	2	2	4
1500	5	6	12	12	17	18
1450				3		3
1400	1		1		2	
1350	3		4		7	
1300		4	1		1	
1200	5	3	14	9	19	12
1150	1	1		7	1	8
1100	4	5	3	4	7	9
1050	3	1	9		12	1
1000		3	2		2	12
950			7	9	7	10
900	2	2	3	3	5	5
850	2		35	34	37	34
800	5	4	10	10	15	14
750	1	4	4	8	5	12
700	1	1	177	159	178	160
650		6	17	21	17	27
610				1		1
600			229	210	229	210
575		1				1
570						
560		2	399	303	399	305
550			3	3	3	3
530				1		1
520			78	107	78	107
500		1	2		2	1
490						
480			61	118	61	118
450			1		1	
440			76	90	76	90
400			142	176	142	176
375			7	4	7	4
350			1	1	1	1
300			52	44	52	44
275			17	18	17	18
250			14	20	14	20
200			8	7	8	7
Total	75	87	1404	1412	1479	1499
	MALE.		FEMALE.		GEN'L AVERAGE.	
	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.
Average Salary	\$1614 00	\$1474 66	\$586 02	\$557 42	\$638 18	\$609 85

SCHEDULE OF SALARIES—BY RANK FOR 1986-97.

	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.
PRINCIPALS.					
Prin. Normal and High School.....	\$2,400 00	\$2,500 00	\$2,600 00	\$3,000 00	\$3,500 00
Principal First-Class Schools.....	1,700 00	1,800 00	1,900 00	2,000 00	.....
Principal Second-Class Schools.....	1,500 00	1,600 00	1,700 00	1,800 00	.....
Principal Third-Class Schools.....	1,200 00	1,300 00	1,400 00	1,500 00	.....
Principal Fourth-Class Schools.....	900 00	950 00	1,000 00	1,050 00	1,100 00
Principal Fifth-Class Schools.....	800 00	850 00	900 00	.....	.....
Principal Sixth-Class Schools.....	700 00	750 00	800 00	.....	.....
Principal Seventh-Class Schools.....	600 00	650 00	.....	.....	.....
ASSISTANTS.					
Normal and High School.					
Assistant Principal	2,100 00	2,200 00	2,300 00	2,400 00	.....
Head Assistant	1,600 00	1,700 00	1,800 00	1,900 00	2,000 00
First Assistant	1,400 00	1,500 00	1,600 00	1,700 00	1,800 00
Second Assistant	1,300 00	1,350 00	1,400 00	1,450 00	1,500 00
Third Assistant	1,000 00	1,050 00	1,100 00	1,150 00	1,200 00
Fourth Assistant	750 00	800 00	850 00	900 00	950 00
Fifth Assistant	650 00	700 00	750 00	800 00	.....
District Schools.					
Head Assistant	650 00	700 00	750 00	800 00	850 00
First Assistant	500 00	550 00	600 00	650 00	700 00
Second Assistant	440 00	450 00	520 00	560 00	600 00
Third Assistant	400 00	440 00	480 00	520 00	560 00
Kindergartens.					
Supervisor and Normal Instructor...	1,875 00	.....	.....	.....	.....
Director, whole day.....	500 00	550 00	600 00	650 00	700 00
Director, half day.....	300 00	350 00	400 00	.....	.....
Paid Assistant, whole day.....	375 00	400 00	.....	.....	.....
Paid Assistant, half day.....	250 00	275 00	300 00	.....	.....
Music.					
Music Supervisor, Male.....	1,500 00	1,600 00	1,700 00	1,900 00	.....
First Ass't Music Supervisor, Male..	1,500 00	1,600 00	1,700 00	1,800 00	.....
Ass't Music Supervisor, Female.....	900 00	1,000 00	1,100 00	1,200 00	.....
Music Instructor, Normal and High School .....	.....	.....	.....	600 00	.....
Drawing.					
Drawing Supervisor	1,800 00	.....	.....	.....	.....
Assistant Drawing Supervisor.....	800 00	900 00	1,000 00	1,100 00	1,200 00
Second Ass't Drawing Supervisor....	600 00	700 00	800 00	900 00	1,000 00
Office Assistant	600 00	.....	.....	.....	.....
Physical Culture.					
Supervisor of Physical Culture.....	700 00	750 00	800 00	.....	.....
Instructor of Physical Culture.....	575 00	600 00	650 00	.....	.....
Inst. Phys. Cul.—Normal and High..	750 00	.....	.....	.....	.....
Deaf Mute School.					
Principal	1,000 00	1,100 00	1,200 00	.....	.....
Assistant	400 00	440 00	480 00	520 00	560 00

Teachers, upon promotion, shall receive the grade of salary next higher than that to which they were entitled before promotion.

REGULATIONS FOR THE APPOINTMENT OF TEACHERS.

I.

Normal Graduates.—A continuance of the rules observed in the last fifteen years or longer, in the appointment of new teachers, is recommended. Stated briefly these rules are as follows:

(a) All appointments to positions of assistant teachers, take place from the eligible list printed in the pay-roll manual of the Public Schools.

(b) Only graduates from the Normal Course are placed on this list, each class in the order of the time of graduation.

(c) The names of the members of each class are arranged in the order of the scholarship record of the applicants during the last two years of the Normal course.

(d) All appointments to take place strictly in accordance with the eligible list thus prepared, and no preference is to be shown on any account whatsoever.

(e) The rules that have been in force for many years referring to the appointment of married ladies are continued without change, viz.: The marriage of any lady in the employ of the Board is considered as a resignation, and no married lady is to be appointed to a position.

II.

College Graduates.—Ladies that have graduated from a college in good standing, and have also passed the principals' examination, as required by the rules of the Board, may be put on the eligible list of substitutes for the district schools, by the Superintendent, if he is satisfied of their presumable practical efficiency as teachers; and these applicants shall in such case take their place on the eligible list in the order of the date of their examination.

Reinstatement of Former Teachers.—Graduates of the Normal School of St. Louis, that were formerly in the employ of the Board, and apply for reinstatement may, provided they are not married ladies, be placed, by the Superintendent, on the eligible list, under the following restrictions:

(a) A preference in appointment shall be given to the graduates of the Normal School now on the eligible list of the Board, and only

such of the former teachers asking for reinstatement shall be considered, that are not disqualified on account of age or feeble health, from performing efficiently every duty that may be assigned to a teacher, and whose record during the time they were in the employ of the Board was exceptionally good. No such applicants shall be employed unless the Superintendent believes that they will do better work than the average young teacher.

(b) All former teachers applying for reinstatement under this regulation, who have been out of the employ of the Board for a period of three years, or longer, shall be obliged, before they are placed on the eligible list, to pass a satisfactory examination in the studies prescribed by the Board.

(c) When such examination seems to be in the interest of the schools, the Superintendent may hold it at the time prescribed by the rules of the Board for principal's examinations.

(d) Former teachers passing an examination in accordance with this regulation may be put on the eligible list under the date of their examination, but they shall not be appointed until after those preceding them on the list have found positions.

REGULATIONS CONCERNING REQUESTS FOR LEAVE OF ABSENCE.

(Adopted by the Board of Education, Sept. 14, 1897.)

Any teacher in the employ of the Board of Education who is compelled to be absent from school for some length of time should send a request for a leave of absence.

Leave of absence may be granted to a teacher for cause which the Board deem sufficient, and on written application. No leave of absence, however, shall be granted for the purpose of taking a position elsewhere, and keeping the position in this city open in the meanwhile. The granting of leave of absence shall be under the following restrictions:

(1.) All requests for leave of absence must be in writing, and contain a full statement of the cause.

(2.) *Ranking Teachers.*—Leave of absence may be granted to ranking teachers, until the end of the current scholastic year, with a promise of reinstatement to the rank and position which they hold at the time.

(3.) An extension of such leave of absence, with promise of rank and position, may be granted at the beginning of the following scholastic year, under the condition that the aggregate time for which such leave of absence has been granted or extended shall not

exceed ten months. Such leave of absence may again be extended without promise of rank or position, to the end of the current school year, on written application.

(4.) *Third Assistants*.—A leave of absence without promise of special position, may be given to any teacher, until the end of the scholastic year, and on request, such leave of absence may be extended for a time not exceeding ten school months, at the beginning of the next scholastic year.

(5.) *Failure to Return*.—Failure to report for duty at the expiration of a leave of absence or extension granted to a teacher, or failure to ask for leave of absence, in case of protracted absence, shall be considered a resignation.

(6.) *Substitutes and Apprentice Teachers*.—The Superintendent may extend from year to year the leave of absence of substitutes on the eligible list, as long as their services are not required.

(Rule 46, Sec. XIII.)

(7.) *Notice of Return*.—Teachers who have a leave of absence must notify the Superintendent of their intention to return, at least two weeks before the expiration of the time specified in their leave of absence, otherwise a position will not be held for them.

(8.) *Notice*.—Attention is also called to the fact that an indefinite leave of absence is equivalent to a resignation, according to the rules of the Board.

TEACHERS' ANNUITY LAW.

During the year 1895 the Teachers' Annuity Plan, which has been discussed for a considerable time, took definite shape. Supported by a petition signed by over a thousand St. Louis Public School teachers, a bill providing for "the formation and disbursement of a public school teachers' pension and retirement fund," became a law on the 18th of March, 1895, by act of the legislature. The following is the wording of the act (Proceedings of the Board, June 11, 1895, p. 1112), as amended by subsequent act of the legislature:

An act to provide for the formation and disbursement of a public school teachers' and administrative and clerical employees' pension and retirement fund, in cities now or hereafter having a population of three hundred thousand inhabitants or more.

Section 1. Pension fund provided for school teachers and employees.

Sec. 2. Board of Trustees created.

Sec. 3. Conditions upon which teachers and employees may be retired.

Sec. 4. Annuity of retired teachers.

Sec. 5. Board of Trustees shall manage and control fund.

Sec. 5a. School Board shall declare who shall be annuitants.

Sec. 5b. Annuitants must pay into treasury twenty per cent of annual salary.

Sec. 6. Duties of secretaries of public school boards with reference to pension fund.

Sec. 7. Acts of boards of trustees to be passed upon by the public school boards.

Sec. 8. Inconsistent acts repealed.

Be it enacted by the General Assembly of the State of Missouri as follows:

Section 1. The public school boards or boards of directors having charge of public schools in cities now or hereafter having a population of three hundred thousand inhabitants or more, shall have power to create a public school teachers' and administrative and clerical employees' pension and retirement fund, and for that purpose they may set apart the following moneys, to wit: (1) An amount not exceeding one per cent per annum of the respective salaries paid to teachers and administrative and clerical employees in the employment of such boards, who shall elect to come under and participate in the benefits of this act, which amount shall be deducted from said salaries annually, at such time and in such manner as the board of trustees shall prescribe. (2) All moneys received from donations, legacies, gifts, bequests or otherwise on account of said fund. (3) All moneys which may be derived from such other methods of increment as may be duly and legally devised for the increase of said fund.

Sec. 2. A committee consisting of four members of such boards, together with the superintendent of schools and four representatives selected by the teachers and administrative and clerical employees of the public schools under control of each of said boards, who shall elect to come under and participate in the benefits of this act, shall form a board of trustees, a majority of whom shall determine the amount to be deducted from the salaries paid to teachers and administrative and clerical employees, as aforesaid, and shall have charge of and administer said fund, and shall have power to invest the same in such manner as shall be deemed most beneficial to said fund, and shall have power to make payments from said fund of annuities granted in pursuance of this act, and shall from time to time make and establish such rules and regulations for the administration of said fund as they shall deem best.

Sec. 3. The public school boards or boards of directors having charge of public schools in such cities shall have power, by a majority vote of all members, to retire any female teacher or other administrative and clerical employee who shall have elected to come under and participate in the benefits of this act, as aforesaid, and who shall have taught in public schools or rendered service therein for a period aggregating twenty-five years, and any male teacher or administrative and clerical employee who shall have elected to come under and participate in the benefits of this act, as aforesaid, and who shall have taught or rendered such service for a period aggregating thirty years; and such teacher or administrative and clerical employee shall have the right after such term of service to retire and become a beneficiary under this act, provided he shall be in the judgment of the board of trustees, physically or mentally incapacitated for such service; *provided*, however, that four-fifths of the said term of service shall have been rendered by said beneficiary within the limits of the municipality where said boards have jurisdiction; *provided, further*, that said board of trustees shall have full power to pass on the applications of all teachers, administrative and clerical employees, who may elect to come under and participate in the benefits of this act, and prescribe rules governing the time of such election.

Sec. 4. Each teacher and administrative and clerical employee, so retired, shall thereafter be entitled to receive as an annuity sixty per cent of the annual salary paid to said teacher or administrative and clerical employee at the date of such retirement; *provided*, however, that such annuity shall *not exceed* the sum of eight hundred dollars, which shall be paid by said boards out of the fund created in accordance with this act, in the manner provided by law for the payment of salaries.

Sec. 5. Said board of trustees is hereby given the power to use both the principal and the income of said fund for the payment of the annuities hereinbefore mentioned, and to manage, invest and accumulate, and otherwise control said fund, as it may provide by its rules and regulations, and shall have power to reduce from time to time the amount of all annuities.

Section 5a. That all members who shall become, either physically or mentally, incapacitated for school work, may, upon recommendation of the board of trustees, be declared by the school board to be annuitants, and upon such action, shall receive an annuity as provided by the law as aforesaid.

Section 5b. No person shall become an annuitant who shall not have paid into the treasury a sum equal to twenty per cent of

the annual salary received by him at the time of making application for annuity.

Sec. 6. The secretaries of such public school boards or boards of directors so having charge of public school funds, shall certify monthly to the treasurers thereof, all amounts deducted from the salaries of teachers, special teachers, principals, and administrative and clerical employees, in accordance with the provisions of this act, which amounts, as well as all other moneys contributed to said fund, shall be set apart and held by said treasurer as a special fund for the purposes hereinbefore specified, subject to the order of said boards of trustees, as aforesaid, and shall be paid out upon warrants signed by the president and secretary of said public school boards.

Sec. 7. Every act of said boards of trustees shall be reported to and be passed upon by such public school boards or boards of directors having charge of public schools in such cities.

Sec. 8. All acts and parts of acts inconsistent with this act are hereby repealed.

SCHOOL DIRECTORY.

Showing Location, Car Lines, Supervisors, etc.

Superintendent—F. LOUIS SOLDAN.

NORMAL AND HIGH:

Grand av. and School st. Principal, Mr. W. J. S. Bryan.

Car Lines—Lindell; Suburban; Grand av.; Franklin av.

Supervision: Music Inst., Mr. Froehlich; Phys. Cult., Mrs. Ludlum.

ADAMS—18 Rooms.

Norfolk and Tower Grove avs. Principal, Mr. Isaac J. Smith.

Car Lines—Suburban; Market st.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Kittlaus.

AMES—22 Rooms.

Hebert and Fourteenth sts. Principal, Mr. Frederick C. Woodruff.

Car Lines—Bellefontaine; Union.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Froehlich.

ARLINGTON—8 Rooms.

Burd av., near Cote Brillante av. Principal, Mr. Lafayette Westfall.

Car Line—Franklin av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruth.

ASHLAND—18 Rooms.

Newstead and Sacramento avs. Principal, Miss Sarah A. McGuire.

Car Lines—Lindell; Northern Central.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Osterheld.

BADEN—4 Rooms.

Church rd. and Bittner st. Principal, Miss Mary E. Robinson.
Car Line—Broadway.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Froehlich.

BATES—16 Rooms.

Spring av. and North Market st. Principal, Miss Ella M. Frederick.
Car Lines—Northern Central; Grand av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Osterheld.

BENTON—12 Rooms.

King's highway and St. Louis av. Principal, Mrs. Sarah E. Dillon.
Car Lines—Lindell; Cass av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

BLAIR—26 Rooms.

2707 Rauschenbach av. Principal, Mr. Peter Herzog.
Car Lines—Mound City; Union Depot.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Froehlich.

BLOW—21 Rooms.

Virginia and Loughborough avs. Principal, Mr. W. D. Butler.
Car Lines—Southwestern; Union Depot.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

BRYAN HILL—19 Rooms.

2041 John av. Principal, Mrs. Halcyon Childs.
Car Lines—Bellefontaine; Grand av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Froehlich.

CARONDELET—12 Rooms.

Minnesota av. and Hurck st. Principal, Mr. Geo. N. Martin.
Car Lines—Southwestern; Union Depot.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

CARR—8 Rooms.

Carr and Fifteenth sts. Principal, Miss Margaret L. Sheridan.
Car Lines—Suburban; Northern Central; Union.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Nathan.

CARR LANE—18 Rooms.

Carr and Twenty-third sts. Principal, Mr. G. V. Bayley.
Car Lines—Suburban; Northern Central.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Ruther.

CARROLL—18 Rooms.

Carroll and Tenth sts. Principal, Mr. E. M. Avery.
Car Lines—Cherokee and Grand; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Wittich.

CHARLESS—24 Rooms.

2226 Shenandoah st. Principal, Miss Carrie L. Bryant.
Car Lines—Tower Grove; Jefferson av.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Kittlaus.

CHOUTEAU—12 Rooms.

Ewing av. and Rutger st. Principal, Miss Orilla Howard.
Car Line—Lindell.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Duss-
uchal; Phys. Cult., Mr. Hanssen.

CLAY—30 Rooms.

Eleventh and Farrar sts. Principal, Mr. Jas. S. Stevenson.

Car Lines—Bellevue; Broadway.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Froehlich.

CLIFTON HEIGHTS—2 Rooms.

Old Manchester rd. and Magnolia av. Principal, Miss Anna G. Jones.

Car Lines—Union Depot; Tower Grove.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussuchal; Phys. Cult., Mr. Hanssen.

CLINTON—20 Rooms.

Grattan and Hickory sts. Principal, Mr. Edward H. Christie.

Car Lines—California; Lindell; Peoples.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussuchal; Phys. Cult., Mr. Nathan.

COLUMBIA—18 Rooms.

Garrison av., near St. Louis av. Principal, Mr. C. L. Howard.

Car Lines—Cass av.; Grand av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Ruther.

COMPTON—4 Rooms.

Henrietta st. and Theresa av. Principal, Miss Stella M. Felton.

Car Lines—Peoples; Grand av.; Lindell.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussuchal; Phys. Cult., Mr. Hanssen.

COTE BRILLIANTE—20 Rooms.

Kennerly and Cora avs. Principal, Miss Della Gibbs.

Car Lines—Lindell; Taylor av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin; Phys. Cult., Mr. Osterheld.

CROW—18 Rooms.

Bell and Channing avs. Principal, Mr. Francis E. Cook.
Car Lines—Lindell; Suburban; Franklin av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Osterheld.

DES PERES (Blow Branch)—4 Rooms.

Michigan av. and Iron st. Principal, same as Blow.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-miller; Phys. Cult., Mr. Boettger;

DIVOLL—20 Rooms.

Dayton st., near Glasgow av. Principal, Mr. John S. Collins.
Car Lines—Franklin av.; Northern Central.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Osterheld.

DODIER—8 Rooms.

Dodier st. and St. Louis place. Principal, Miss Elizabeth Moerschel.
Car Lines—Mound City; Union Depot.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Froehlich.

DOUGLAS—12 Rooms.

Eleventh and Howard sts. Principal, Miss Gertrude M. Hogan.
Car Lines—Bellefontaine; Mound City; Cass av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

DOZIER—13 Rooms.

Goodfellow and Maple avs. Principal, Miss Sallie W. Griffith.
Car Lines—Suburban; Lindell.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodgdon; Phys. Cult., Mr. Ruther.

ELLEARDVILLE—20 Rooms.

Belle Glade av., near North Market st. Principal, Mr. Edwin D. Luckey.
Car Line—Franklin av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Osterheld.

FRANKLIN—16 Rooms.

Lucas av. and Seventeenth st. Principal, Mr. Gilbert C. Goodlett.
Car Lines—Lindell; Franklin; Union Depot.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Hanssen.

FREMONT—12 Rooms.

Wisconsin av., bet. Lynch and Pestalozzi sts. Principal, Mr. C. G. Rathmann.
Car Line—Southern Electric.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Kittlaus.

FROEBEL—8 Rooms.

Nebraska av. and Winnebago st. Principal, Miss Josephine V. Garrigues.
Car Lines—California av.; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

GARDENVILLE—2 Rooms.

King's highway and Gravois av. Principal, Mrs. Mary F. Van Hamm.
Car Line—Cherokee and Grand av.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

GARFIELD—22 Rooms.

Wyoming st. and Jefferson av. Principal, Mr. Chas. Sommer.
Car Lines—Carondelet; California av.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Kittlaus.

GRANT—12 Rooms.

Pennsylvania av. and Crittenden st. Principal, Miss Anna C. Gates.
Car Line—Tower Grove.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Osterheld.

GRATIOT—6 Rooms.

Manchester rd. and Billon av. Principal, Mr. J. G. Fertig.
Car Line—Suburban.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Ruther.

GRAVOIS (GRANT BRANCH)—4 Rooms.

Wyoming st. and Gravois av. First Assistant, Miss M. Isabelle Shinnick.
Car Line—Tower Grove.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Osterheld.

HAMILTON—14 Rooms.

Twenty-third and Dickson sts. Principal, Miss Mary E. McGrath.
Car Line—Cass av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

HARRISON SCHOOL—4 Rooms.

Green Lea place and Fair av. Principal, Miss Lizzie M. Goodfellow.
Car Line—Union.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Osterheld.

HODGEN—24 Rooms.

Henrietta st. and California av. Principal, Mr. Henning W. Prentis.
Car Lines—Peoples; California av.; Lindell.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Hanssen.

HUMBOLDT—20 Rooms.

Third st., near Russell av. Principal, Mr. J. V. Wettle.
Car Lines—Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Boettger.

IRVING—25 Rooms.

3829 No. Twenty-fifth st. Principal, Mr. J. H. Rabe.
Car Line—Union.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Froehlich.

JACKSON—13 Rooms.

Malden Lane and Hogan. Principal, Mr. Walter H. Wilcox.
Car Lines—Union Depot; Cass av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Froehlich.

JEFFERSON—25 Rooms.

Ninth and Wash sts. Principal, Miss Margaret A. McClure.
Car Lines—Mound City; Northern Central.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Kittlaus.

LACLEDE—12 Rooms.

Sixth and Poplar sts. Principal, Mr. Alex. H. Noel.
Car Lines—Carondelet; Southwestern.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Nathan.

LAFAYETTE—16 Rooms.

Ann av., near Ninth st. Principal, Mr. Wm. P. Evans.
Car Lines—Carondelet; Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Boettger.

LINCOLN—20 Rooms.

2221 Eugenia st. Principal, Mr. Wm. C. Goodlett.

Car Lines—Market st.; Jefferson av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Hanssen.

LONGFELLOW—9 Rooms.

Ivanhoe and Smiley avs. Principal, Miss Mary E. Lynch.

Car Line—Tower Grove.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Hanssen.

LOWELL—13 Rooms.

Adelaide av. and Bellevue st. Principal, Miss Margaret R. Ludlow.

Car Line—Broadway.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Froehlich.

LYON—24 Rooms.

Ninth and Pestalozzi sts. Principal, Mr. Charles F. Kirchner.

Car Lines—Carondelet; Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

MADISON—24 Rooms.

Seventh and LaSalle sts. Principal, Mr. Wm. Carr Dyer.

Car Lines—Carondelet; Southwestern.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Nathan.

MARAMEC—8 Rooms.

Meramec and Iowa sts. Principal, Mrs. Kate F. Cooper.

Car Lines—California av.; Carondelet.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

MOUNT PLEASANT—4 Rooms.

Nebraska av., bet. Neosho and Dakota sta. Principal, Mr. Harvey A. Peterson.

Car Line—Broadway.

Supervision: Asst. Supt., Mr. Blewett; Music Supervisor, Mr. Bu-miller; Phys. Cult., Mr. Boettger.

MARQUETTE—20 Rooms.

McPherson and Warne avs. Principal, Miss Fanny M. Bacon.

Car Lines—Lindell; Olive st.; Suburban.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-chal; Phys. Cult., Mr. Hanssen.

MULLANPHY—10 Rooms.

1611 North Fourteenth st. Principal, Miss Anna J. Kelley.

Car Lines—Cass av.; Union.

Supervision: Asst. Supt. Mr. Murphy; Music Superv., Mrs. Carlin; Phys. Cult., Mr. Nathan.

OAK HILL—6 Rooms.

Tholozan av., near Morgan Ford rd. Principal, Miss Fannie Wade.

Car Line—Tower Grove.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-miller; Phys. Cult., Mr. Kittlaus.

OAK HILL BRANCH—3 Rooms.

4130 Wyoming st. Principal, Miss Fannie Wade.

Car Line—Tower Grove.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-miller; Phys. Cult., Mr. Kittlaus.

O'FALLON—18 Rooms.

1400 N. Fifteenth st. Principal, Mr. M. D. Mogan.

Car Lines—Cass av.; Union.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin; Phys. Cult., Mr. Nathan.

PEABODY—20 Rooms.

Eighteenth and Carroll sts. Principal, Mr. E. H. Long.
Car Lines—California av.; Peoples.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Wittich.

PENROSE—18 Rooms.

2824 Madison st. Principal, Miss Sarah J. Bacon.
Car Line—Cass av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

PESTALOZZI—12 Rooms.

Seventh and Barry sts. Principal, Mrs. Rose E. Fanning.
Car Lines—Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Boettger.

POPE—24 Rooms.

Laclede and Ewing avs. Principal, Mr. J. W. Hall.
Car Line—Laclede av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Hanssen.

RIDDICK—15 Rooms.

Evans av. and Whittier st. Principal, Miss Kate E. O'Neill.
Car Lines—Lindell; Franklin av.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Osterheld.

ROCK SPRINGS—7 Rooms.

Sarpy av., near Manchester rd. Principal, Miss Margaret K. Slater.
Car Line—Market st.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Kittlaus.

ROE—8 Rooms.

Mitchell av., near Prather av. Principal, Miss Anna M. Merriman.
Car Line—Suburban.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Ruther.

SHAW—12 Rooms.

Old Manchester rd. and King's highway. Principal, Mrs. Mary W. Maurice.
Car Lines—Tower Grove; Market st.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Kittlaus.

SHEPARD—22 Rooms.

Marine av., near Miami st. Principal, Miss Annie S. Grant.
Car Lines—Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

SHIELDS—16 Rooms.

1119 North Seventh st. Principal, Mr. J. H. Foy.
Car Lines—Broadway; Southwestern.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Nathan.

STODDARD—25 Rooms.

Lucas and Ewing avs. Principal, Mr. L. W. Teuteberg.
Car Lines—Lindell; Suburban.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Kittlaus.

WALNUT PARK—2 Rooms.

Robin and Thekla avs. Principal, Miss Kate E. O'Brien.
Car Line—Bellefontaine.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don.

WASHINGTON—12 Rooms.

Euclid av., between Fountain and Page avs. Principal, Miss Mary L. Williams

Car Lines—Suburban; Lindell.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

WEBSTER—25 Rooms.

Eleventh and Clinton sts. Principal, Mr. M. W. Miller.

Car Lines—Bellefontaine; Mound City.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon;
Phys. Cult., Mr. Ruther.

SUMNER HIGH.

Fifteenth and Walnut sts. Principal, Mr. O. M. Waring.

Car Lines—California av.; Lindell.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Bumiller;
Phys. Cult., Mr. Nathan.

ALDRIDGE—1 Room.

Switzer and Christian avs. First Asst., Miss Minnie C. Crosswhite.

Car Line—Broadway.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodgdon;
Phys. Cult., Mr. Froehlich.

ATTUCKS—8 Rooms.

Eighth and Barry sts. Principal, Mr. David E. Gordon.

Car Lines—Carondelet; Southwestern.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bumiller;
Phys. Cult., Mr. Nathan.

BANNEKER—9 Rooms.

Montgomery st., near Leffingwell av. Principal, Mr. John A. Kelley.

Car Lines—Cass av.; Jefferson av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Osterheld.

BELT AVENUE—1 Room.

Belt av. and St. Louis av. First Assistant, Mrs. Eliza M. Armstrong.
Car Line—Franklin av.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

DELANY—4 Rooms.

6138 Virginia av. Principal, Mr. J. W. Ferguson.
Car Line—California av.

Supervision: Asst. Supt., Mr. Blewett; Music Superv., Mr. Bu-
miller; Phys. Cult., Mr. Boettger.

DESSALINES—10 Rooms.

1748 North Twelfth st. Principal, Mr. Edward S. Williams.
Car Lines—Bellefontaine; Mound City.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Nathan.

DUMAS—18 Rooms.

1413 Lucas av. Principal, Mr. Arthur D. Langston.
Car Lines—Lindell; Suburban.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Nathan.

GARNETT—3 Rooms.

Bulwer and Adelaide avs. Principal, Mr. J. A. Agee.
Car Line—Broadway.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mr. Hodg-
don; Phys. Cult., Mr. Froehlich.

L'OUVERTURE—18 Rooms.

2612 Papin st. Principal, Mr. O. M. Wood.
Car Line—Lindell.

Supervision: Asst. Supt., Mr. Foster; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Hanssen.

SIMMONS—11 Rooms.

4234 St. Louis av. Principal, Mr. Richard H. Cole.
Car Lines—Cass av.; Lindell.

Supervision: Asst. Supt., Mr. Murphy; Music Superv., Mrs. Carlin;
Phys. Cult., Mr. Ruther.

VASHON—2 Rooms.

Northrup av., near Edward st. Principal, Mr. John B. Vashon.
Car Line—Suburban.

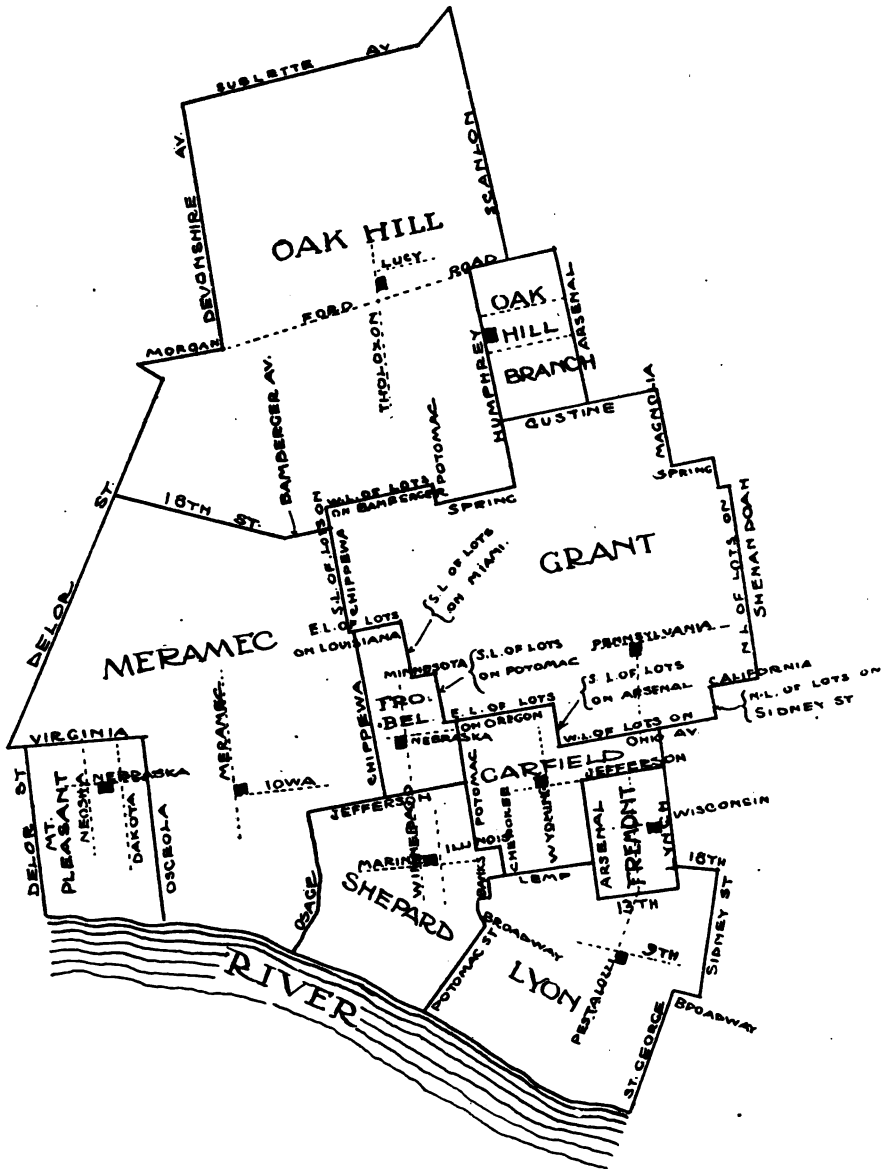
Supervision: Asst. Supt., Mr. Blewett; Music Superv., Miss Dussu-
chal; Phys. Cult., Mr. Kittlaus.

WHEATLEY—7 Rooms.

Papin st., near Manchester av. Principal, Mr. Chas. H. Brown.
Car Lines—Lindell; Suburban.

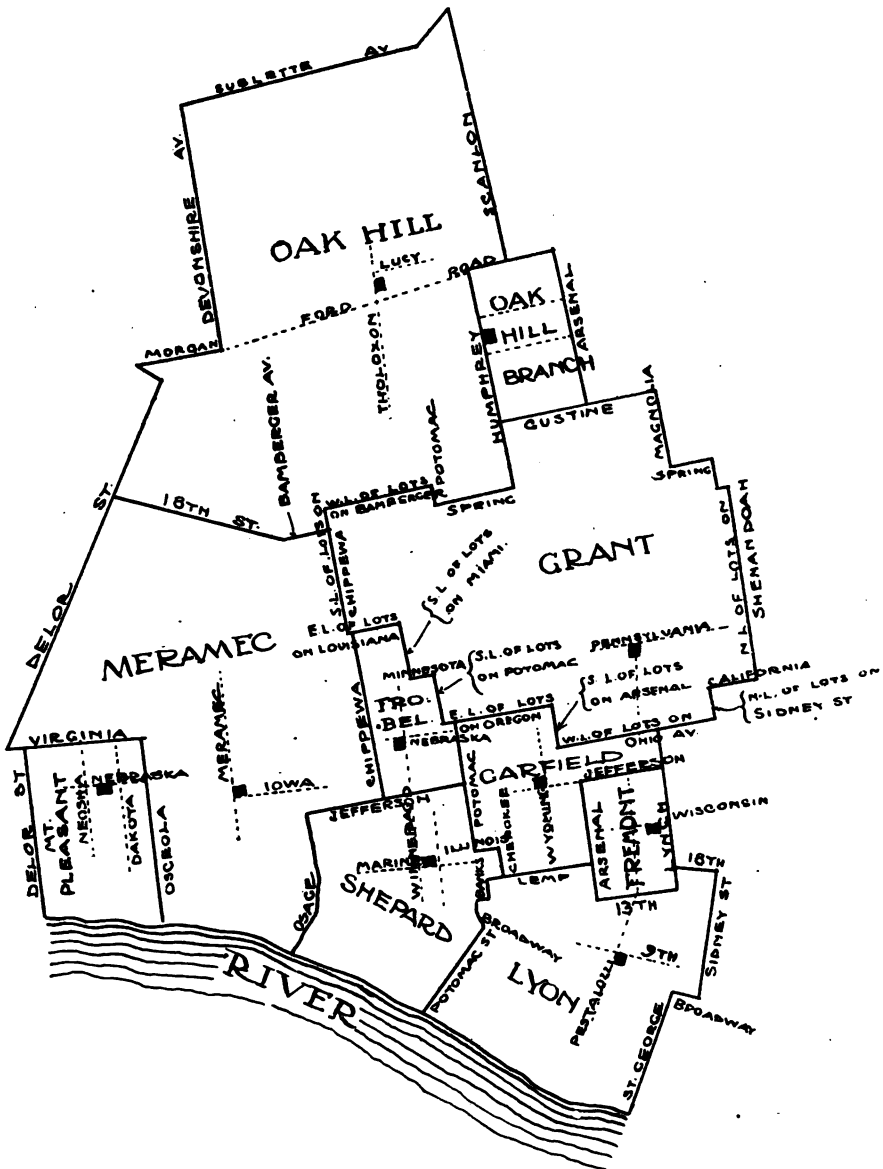
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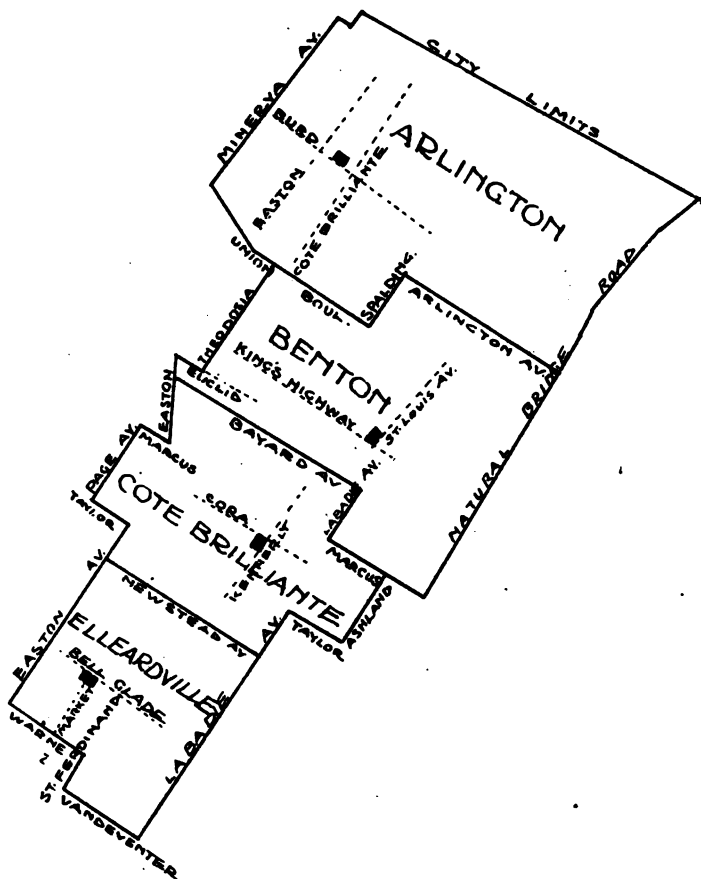
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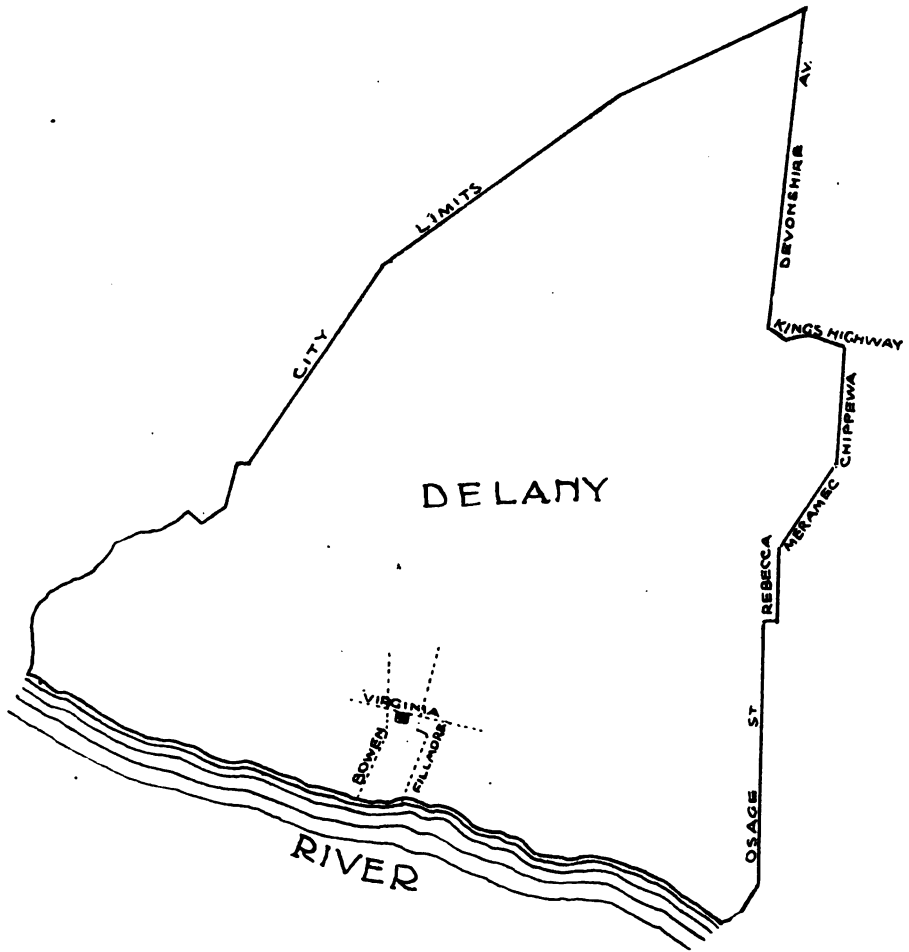


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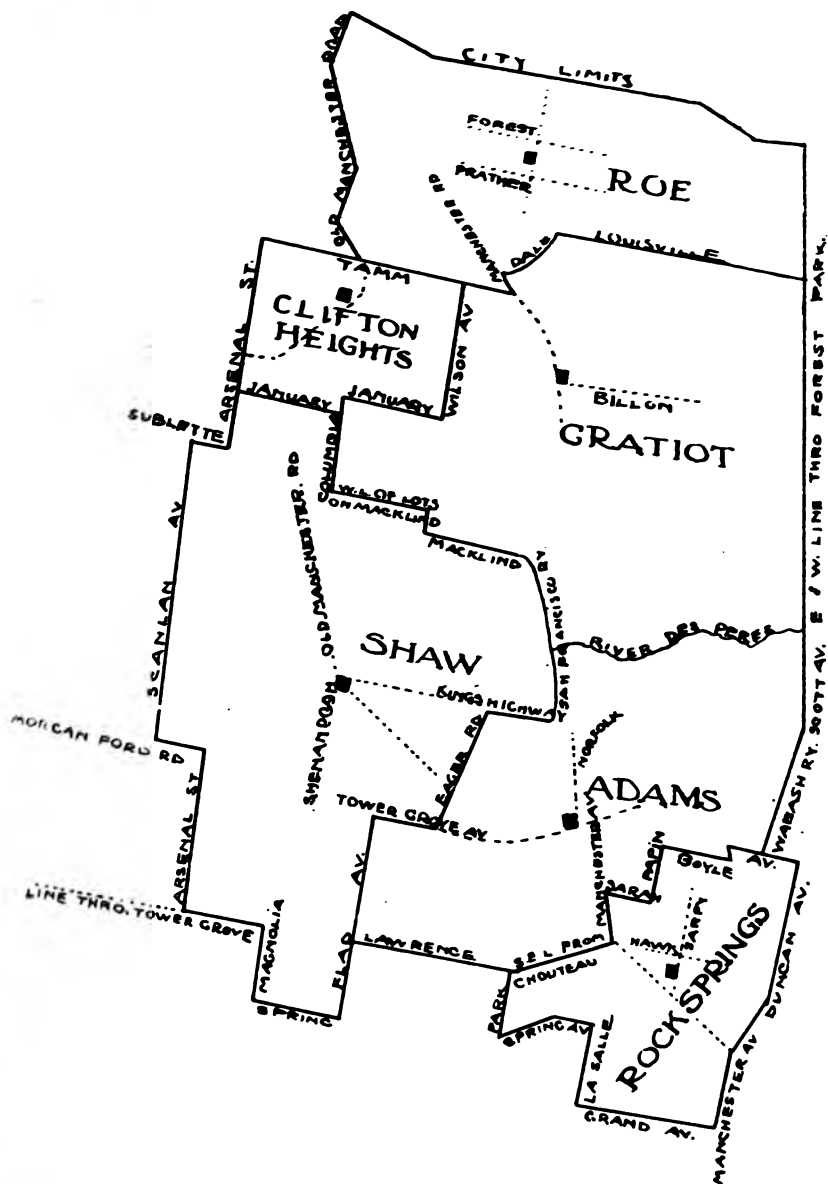
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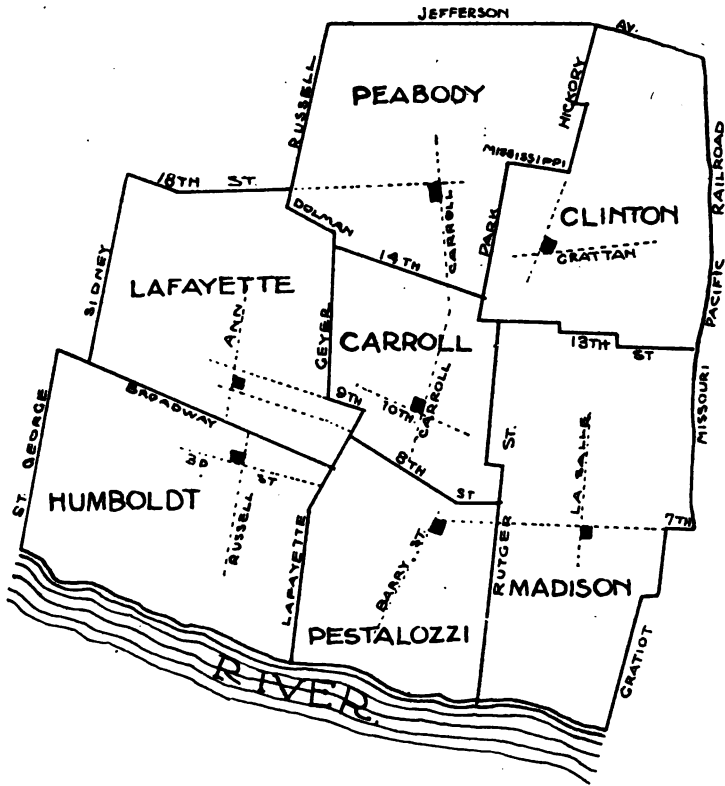


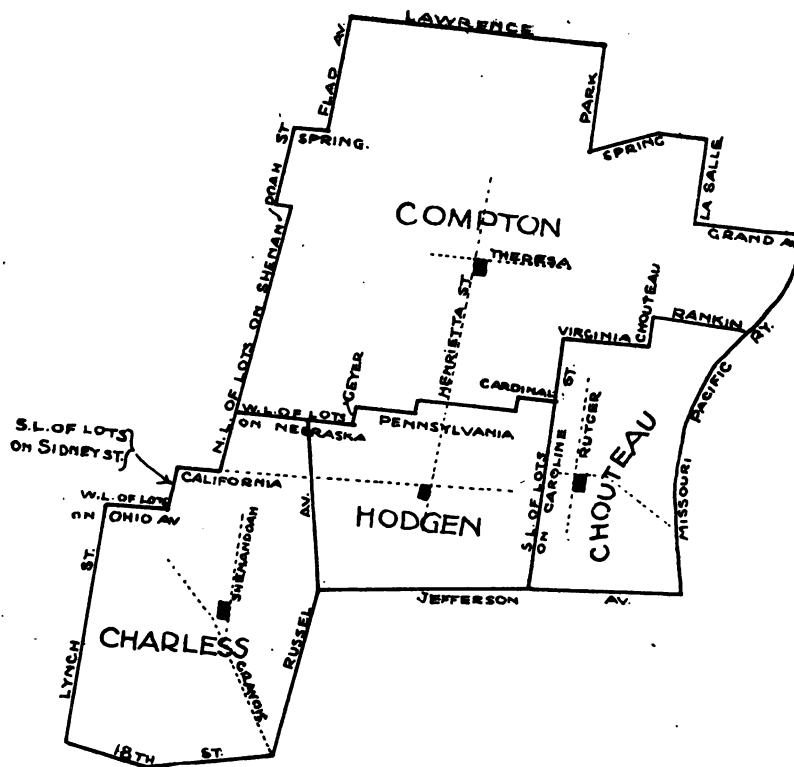


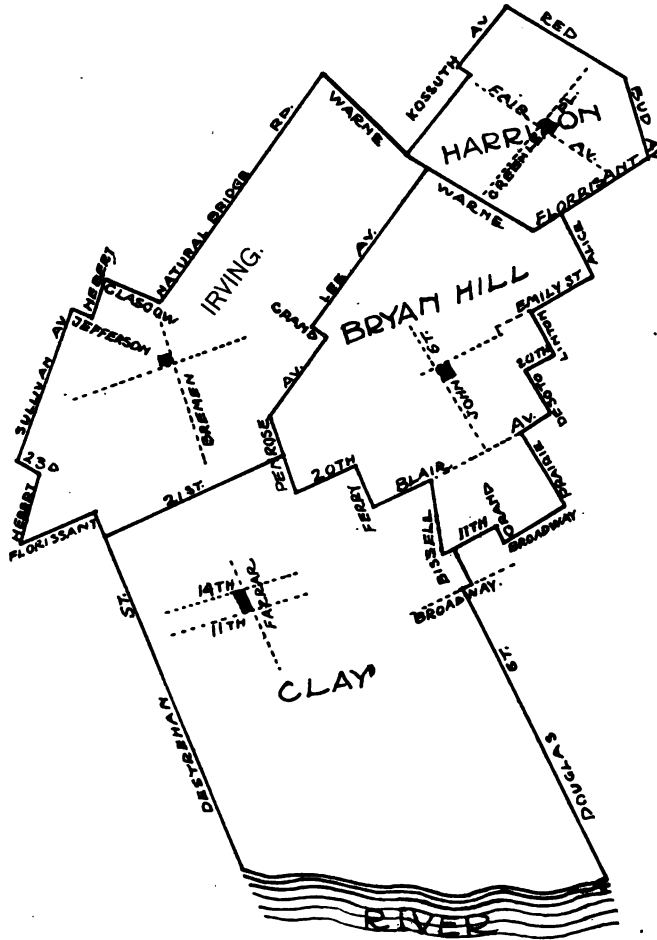


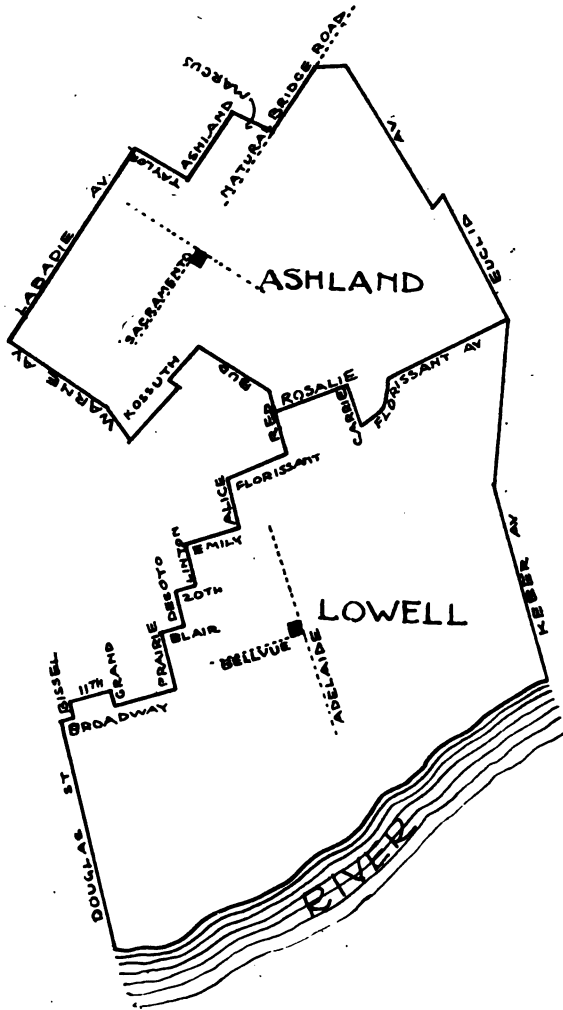
ST. LOUIS PUBLIC SCHOOLS.

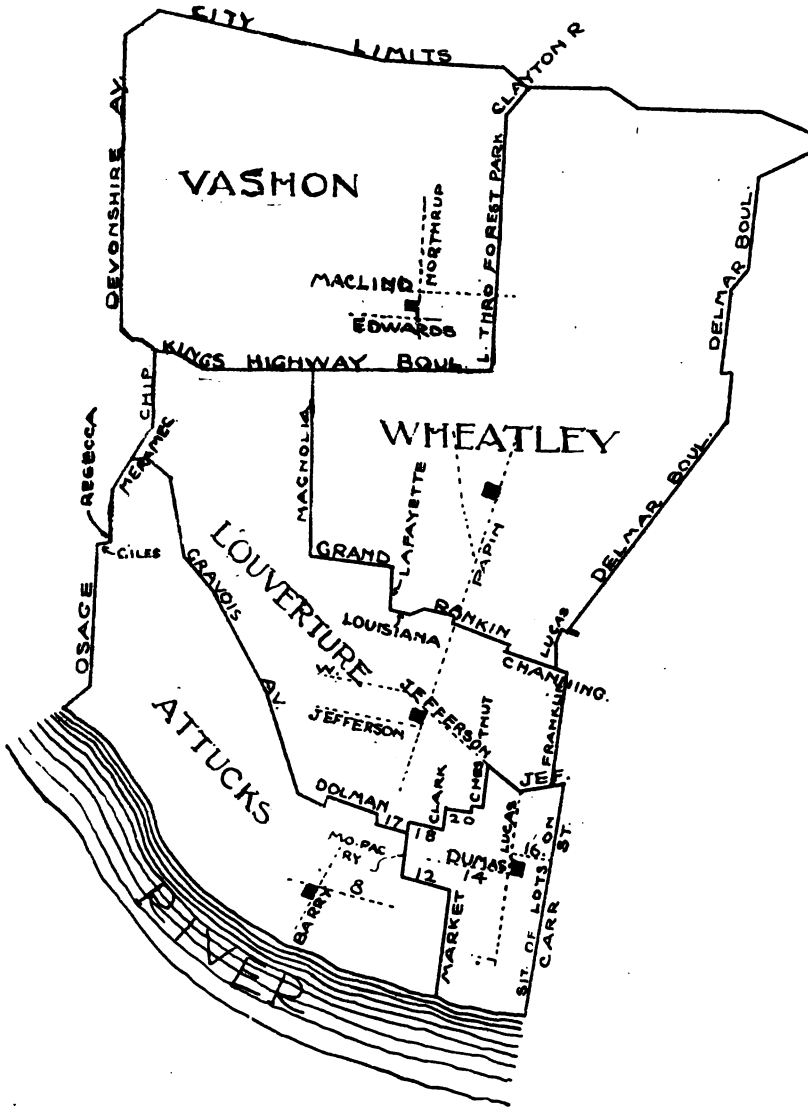


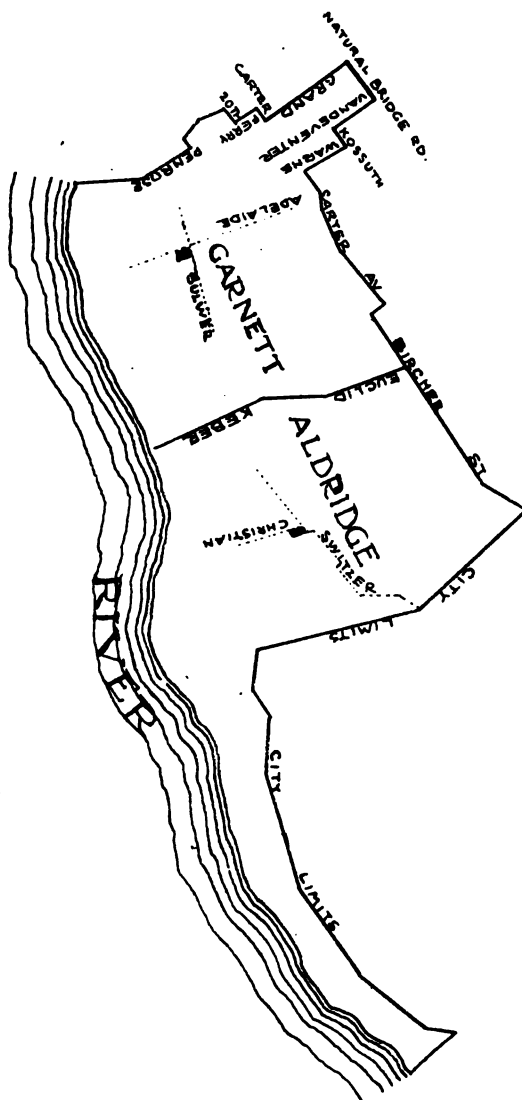


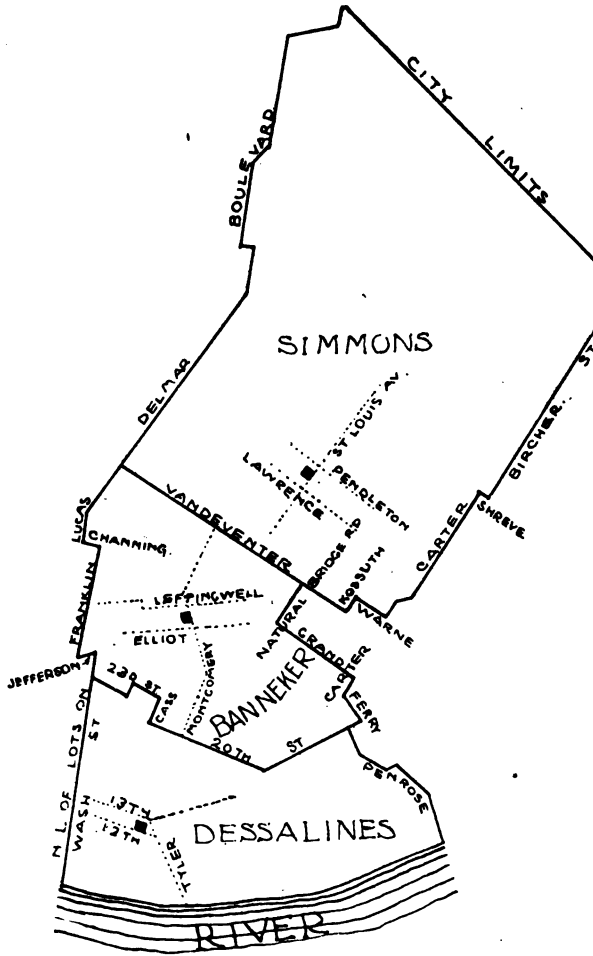


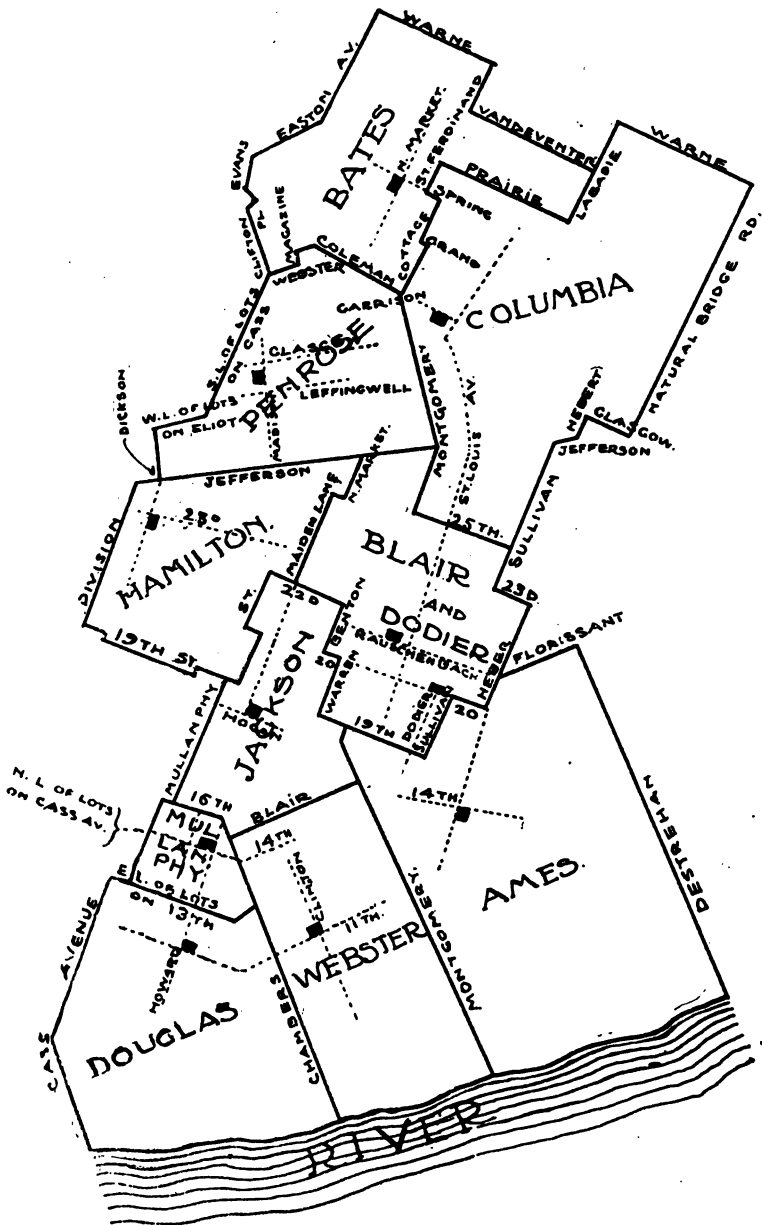


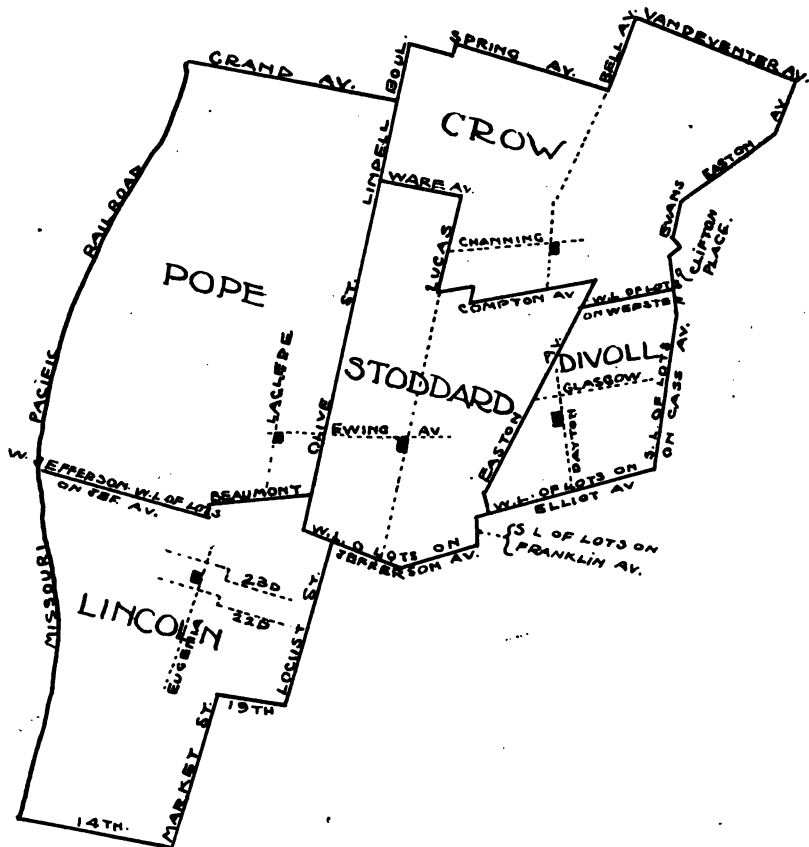


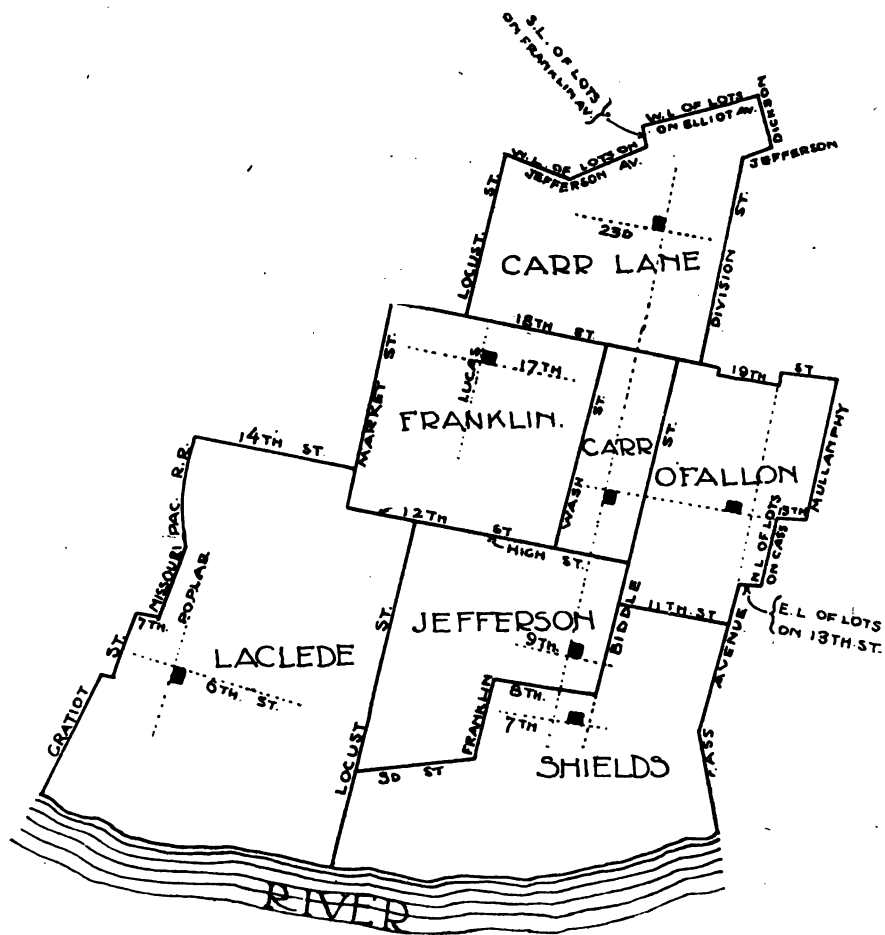


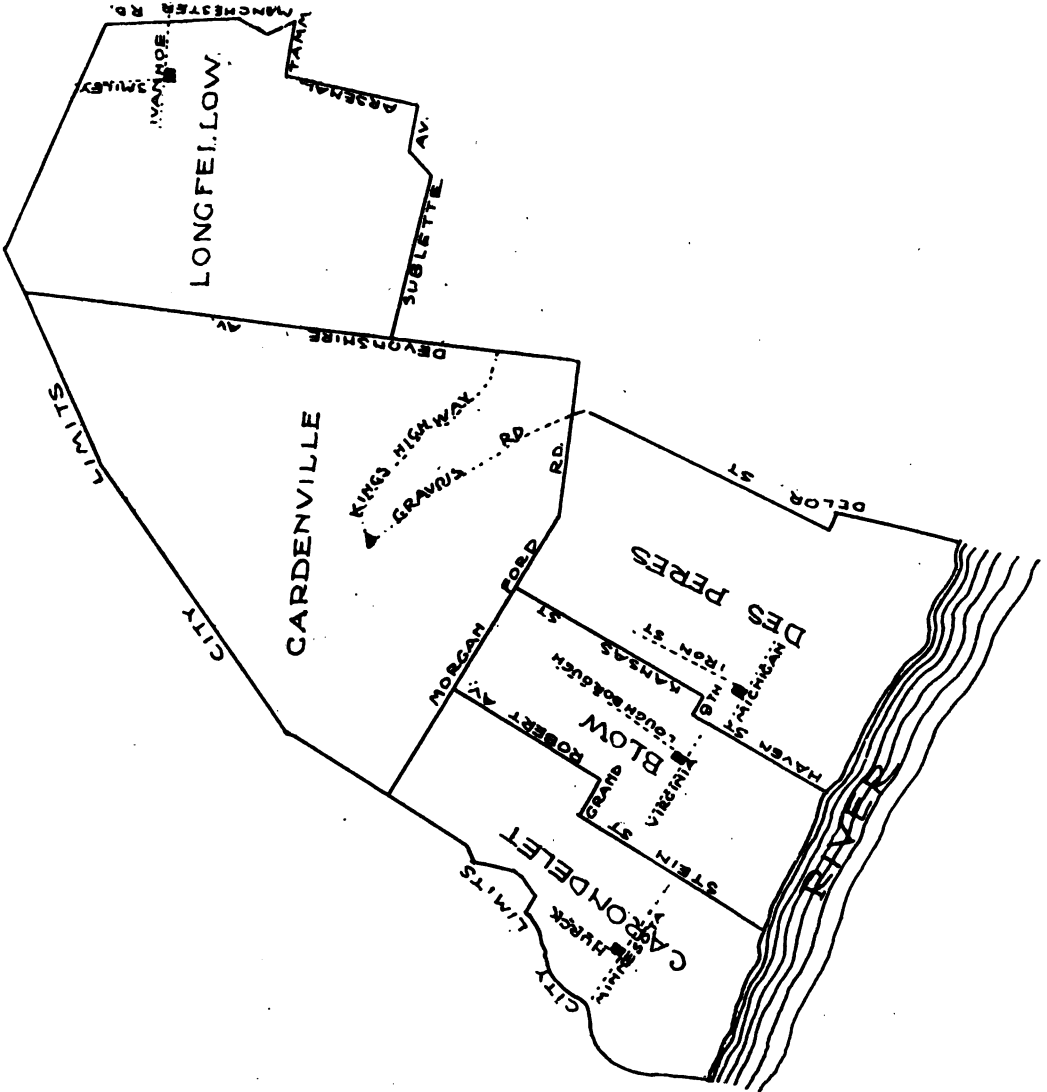


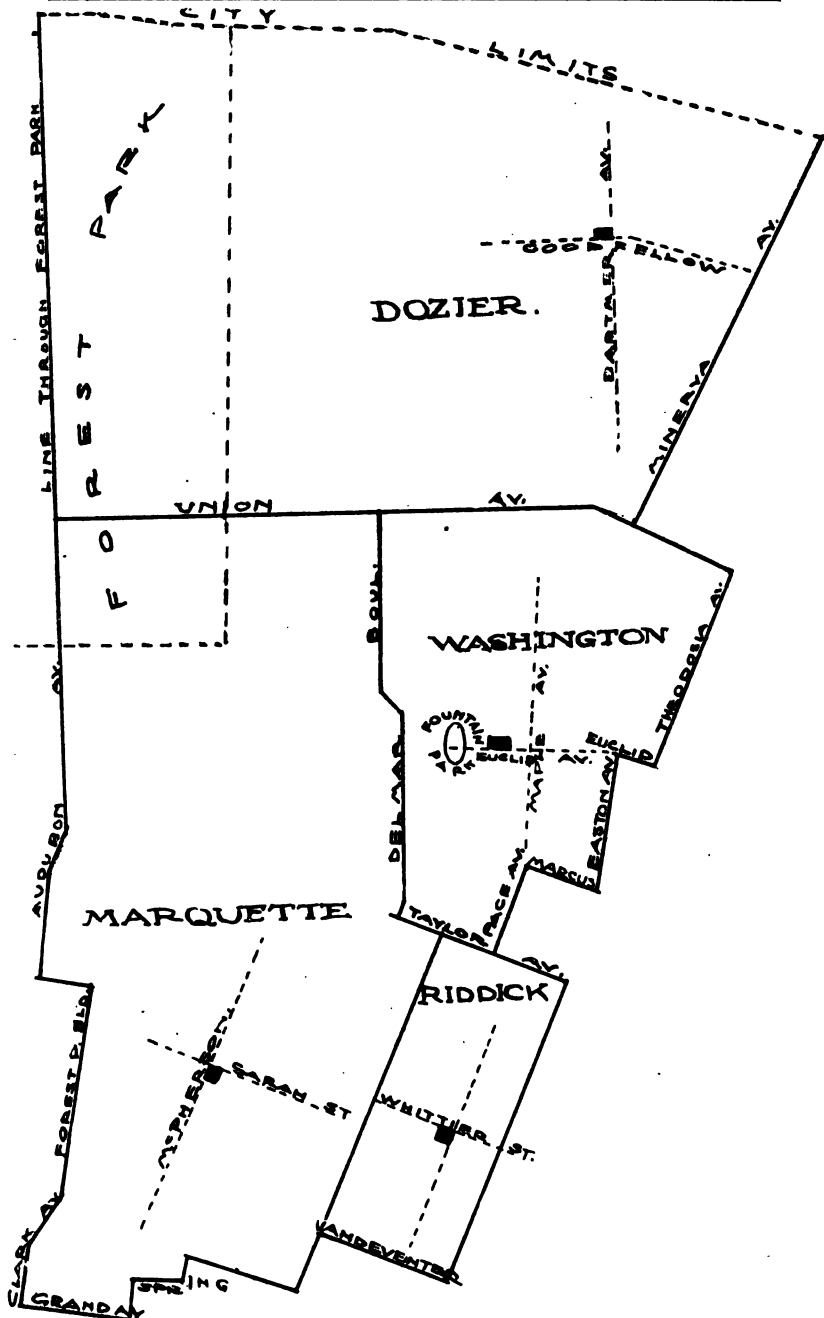


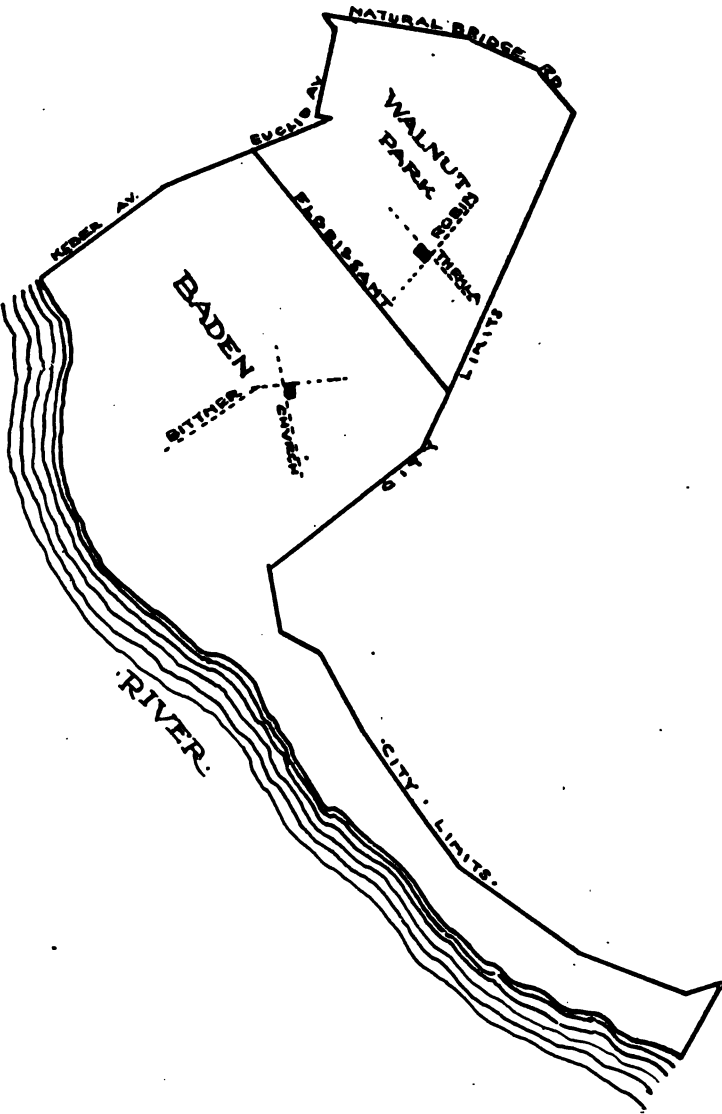












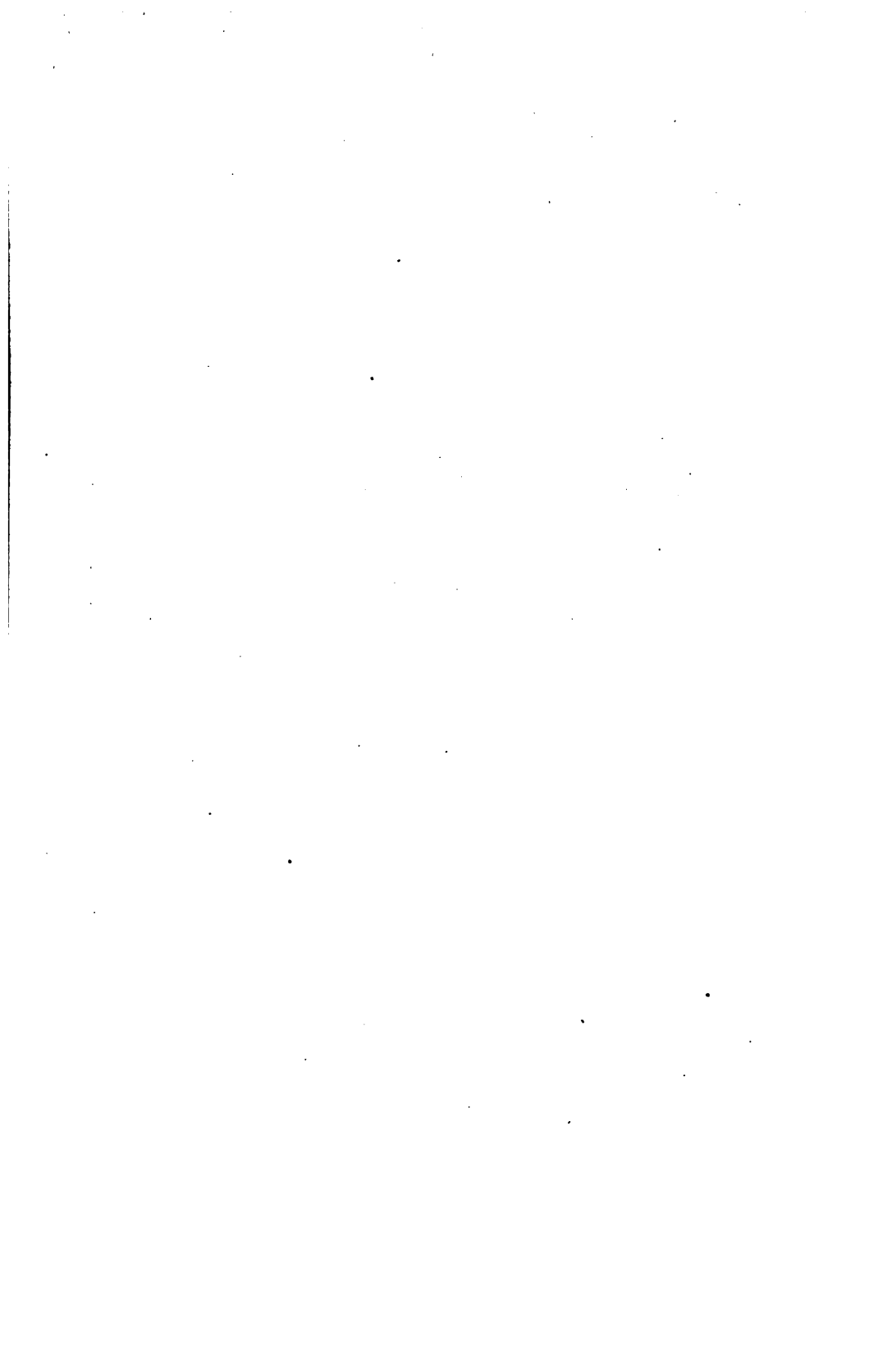


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